*Student Retention and Transition Series*

# THE DROP-OUT PHENOMENON IN ONTARIO SECONDARY SCHOOLS

## A Report to the *Ontario Study of the Relevance of Education and the Issue of Dropouts*

**ELLEN KARP,**
Goldfarb Consultants

This research project was funded under contract by the Ministry of Education, Ontario.
It reflects the views of the author and not necessarily those of the Ministry.

Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

Ministry
of
Education

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# INTRODUCTION

## I. PURPOSE

The purpose of this study was to conduct a research exercise, aimed first at understanding the causes of, manifestations of, and prevention of the phenomenon of student drop-outs in the province's secondary schools, and second at improving the secondary school student retention rate overall.

Our goal was (1) to examine the drop-out/drop-back phenomenon and its ramifications: incidence, demography, stated and latent motivations, school function and school board practices, curriculum, evaluation, streaming, lifestyle, work and leisure models for the future and (2) to analyse this information against the backdrop of the present education system and a society changing in terms of work, leisure time and information concepts, values, and behaviours. The analysis in part viewed the problem as a strategic marketing exercise and made product recommendations in light of this perspective.

Following consultation with the ministry, we conducted a three-part study whose objective was a holistic treatment of the drop-out phenomenon, including:

- a demographic portrait of who the drop-outs/drop-backs are;
- perceptions as to the proportion of drop-outs and the momentum of the drop-out phenomenon;
- an exploration of motivations relative to dropping out/dropping back;
- an examination of the factors contributing to high and low level retention rates on school board, administration, teacher and student levels;
- an examination of the goals and purposes of education relative to the drop-out phenomenon; and,
- an examination of school programs relative to this phenomenon.

## II. METHODOLOGY

After discussion with representatives of the Ministry of Education, a three-phase research strategy was developed and executed.

### Phase One

Phase One was a qualitative phase, designed to isolate problems and areas of focus for the subsequent quantitative phase. Twelve focus group sessions were held in Toronto, Sudbury, Woodstock, Perth, and Thunder Bay during the first two weeks of research.

The makeup of the focus groups was as follows:

* two groups of teachers (80% secondary school teachers) in the public system (Toronto, Sudbury)
* one group of parents of recent drop-outs (Toronto)
* three regional groups of drop-outs/drop-backs (mixed gender, ages 18 to 24) in rural areas (Thunder Bay, Perth, Woodstock)
* two groups of English-speaking male drop-outs/drop-backs, ages 18 to 24 (Toronto, Sudbury)
* one group of French-speaking male drop-outs/drop-backs, ages 18 to 24 (Sudbury)
* two groups of English-speaking female drop-outs/drop-backs, ages 18 to 24 (Toronto, Sudbury)
* one group of French-speaking female drop-outs/drop-backs, ages 18 to 24 (Sudbury)

## Phase Two

Phase Two consisted of a province-wide telephone study with sampling quotas established for drop–outs or drop–backs (900), graduates (100), parents (200), employers (100), and elementary and secondary school teachers (200). Four basic questionnaires were used: a drop–out/graduate questionnaire, a Parent questionnaire, a Teacher questionnaire,and an Employer questionnaire. French and English versions were used of the drop-out questionnaire.

The drop-out questionnaire was made up of eight sections, plus a screener used to select the random sample. The first section dealt with the respondent's family background, goals and aspirations, and levels of satisfaction in various aspects of life and lifestyle. The second section related to the school system in general and the third, the respondents' personal experiences in school and school history. Section Four referred particularly to the drop-out experience, and the respondent's reasons for leaving school. Section Five related to dropping back. Section Six elicited levels of agreement with statements referring to school and drop–out related issues. Psychographic and basic data sections followed. The latter elicited information about family structure, work life, religion, ethnicity, income, and other personal data.

The Graduate questionnaire was the same as the drop–out questionnaire, without Sections Four and Five, referring to dropping out and dropping back into school. Drop-outs and graduates were required to be between the ages of 15 and 24 and products of the Ontario public or separate school system. Half were male and half female.

Parents were selected who were parents of drop-outs (aged 15 to 30), of the Ontario public or separate systems, who dropped out of school after 1979. Parents were questionned about their general impressions of education in Ontario, their child's academic history and drop-out and (where applicable), drop-back phenomena relative to their child. A basic data section followed, focusing on age, marital status, work status, educational background, income, religion, and ethnicity.

Two-thirds of the teacher respondents came from the secondary panel. Teachers were required to have at least three years' full-time experience in an Ontario public school. The teacher questionnaire focused specifically on the drop-out and drop-back phenomena.

Employers were required to have supervised at least five graduates and five drop-outs under the age of 26 in the last five years. The graduates/drop-outs had to be working in the service, labour, sales, clerical or technical sectors. The Employer questionnaire posed questions specifically about the drop-outs in his or her jurisdiction, but also asked the employer to compare performance and attitudes of the drop-outs with the graduates.

Copies of each of the questionnaires can be found in the Appendix to this report.

## III. TABULAR ANALYSIS

- The data collected were analysed according to particular segments. They were:

| | Sample Size |
|---|---|
| TOTAL DROP-OUTS | 843 |
| MALE DROP-OUTS | 428 |
| FEMALE DROP-OUTS | 415 |
| AGE | |
| 15 - 17 | 111 |
| 18 - 20 | 326 |
| 21 - 25 | 403 |
| SYSTEM | |
| Public | 698 |
| Separate | 110 |
| PROGRAM | |
| Advanced | 259 |
| General | 410 |
| Basic, Technical, Vocational | 155 |
| GRADE DROPPED OUT | |
| Before Grade 11 | 328 |
| Grades 11 and 12 | 512 |
| PARENTS' LEVEL OF EDUCATION | |
| Some college or university | 152 |
| No college or university | 697 |
| RANKING OF THE SCHOOL SYSTEM | |
| Those who rank the system as "excellent" or "good" | 363 |
| Those who rank the system as "fair" or "poor" | 478 |

| | Sample Size |
|---|---|
| SELF-EVALUATION AS STUDENT | |
| Evaluate self as "excellent" or "good" student | 347 |
| Evaluate self as "fair" or "poor" student | 489 |
| LANGUAGE | |
| English first language | 661 |
| French first language | 110 |
| Other language | 69 |
| RELIGION | |
| Protestant | 280 |
| Catholic | 350 |
| Others | 213 |
| PERSONAL ANNUAL INCOME | |
| Less than $10,000 before taxes | 385 |
| $10,000 to $19,999 | 227 |
| $20,000 or more | 147 |
| PSYCHOGRAPHIC SEGMENTS | |
| Day-To-Day Watcher | 302 |
| Old-Fashioned Puritan | 75 |
| Disinterested Self-Indulgent | 76 |
| Joiner Activist | 103 |
| Responsible Survivor | 137 |
| Aggressive Achiever | 150 |
| REGION | |
| Urban | 744 |
| Rural | 91 |

| | Sample Size |
|---|---|
| DROP-BACKS | 409 |
| AREA | |
| Toronto | 202 |
| "Other south" ( i.e. southern region minus Metropolitan Toronto) | 160 |
| Total south (i.e. southern region, including Metropolitan Toronto) | 362 |
| East | 158 |
| West | 190 |
| North | 133 |
| GRADUATES | 103 |
| PARENTS | |
| Total parents | 203 |
| Male | 73 |
| Female | 130 |
| Parent of male drop-out | 128 |
| Parent of female drop-out | 75 |
| TEACHERS | |
| Total teachers | 193 |
| Elementary panel | 77 |
| Secondary panel | 116 |
| EMPLOYERS | |
| Total | 95 |

In the tables that follow, the heading "% of Respondents" indicates that percentages are based upon the total subgroup under consideration. Their actual number, the number of people interviewed for that segment, appears in the chart above. The heading "Total Drop-outs", then, indicates that the percentages that appear in the table are based on responses of the 843 drop-outs interviewed. "Male drop-outs" indicates that the responses are based on the 428 male drop-outs interviewed, "female drop-outs", on 415 respondents.

If the heading "% of Respondents" is qualified in any way (for example, page 146, "% of Respondents who said they changed programs", this indicates that a portion of the subgroup has been used to derive percentages. In this particular case, for example, the heading "Graduates" refers to the percentage (22%) of the 103 total graduates in the sample, who indicated that they changed programs while in secondary school.

Some tables are tabulated according to an index, usually based on a 100-point scale. The nearer the number indicated is to 100, the higher the level of acceptance or agreement. These tables are based on the total subgroup sample.

## Phase Three

Phase Three was also qualitative in nature. Ten (10) executive interviews were undertaken with educators throughout the province. They were:

- a professor (Francophone) at the Faculty of Education, Laurentian University (Sudbury)
- a psychometrician at the Ontario Institute for Studies in Education (Toronto)
- a leading American authority in teaching methodology
- a special projects director at the Ontario Institute for Studies in Education (Ottawa) particularly interested in the Francophone issue
- a research specialist with the programme department, Board of Education for the City of London
- a superintendent of schools, particularly interested in the multicultural aspect of the phenomenon (Metropolitan Toronto)
- a department head from a North York secondary school with a very high drop-back population
- the principal of a secondary school with a high proportion of Native students
- two high retention principals (one in Sudbury; one in Metropolitan Toronto) who are trying to improve their retention rates dynamically .

The focus of these interviews was programming for the drop-out/drop-back student serving to further clarify the problem, in terms of its motivations and manifestations, and to identify critical variables characterizing a high retention school board/school area.

## IV. THE REPORT

One of the most remarkable features of this study was the consistency of results in all its phases. The figures in the tables reflect and support the words spoken in focus groups and their confirmation in the executive interview stage. The report does not include a separate discussion of the first qualitative phase, as the quantification was used to measure all findings of the qualitative. All comments regarding the findings of the qualitative phase are contained within the overview.

The descriptive write-up of the research findings include a question-by-question analysis of the data collected. Generally reporting of tables presents data for graduates overall, drop-outs overall, and male and female drop-outs.

The report opens with an overview, highlighting the major findings of the three phases of research and recommendations based on these findings. Detailed findings from the quantitative phase follow, divided into five parts:

- Part One is a profile of the drop-out.
- Part Two deals with the school system in general.
- Part Three is concerned exclusively with dropping out.
- Part Four is concerned with the drop-back experience.
- Part Five presents data relative to improving the system.

The reporting of findings for each question includes an analysis of those segments that are appropriate to the question.

A copy of the computer print-out is available upon request. Copies of the audio tapes from the focus groups are also available upon request.

*The teachers have an attitude that it's your problem, not theirs.*

*They didn't care if you were there or not. They should have.*

*There was a strike and so I took a job. I liked it and did not want to return to school. There were better opportunities outside of school.*

*My main reason was the pressure was incredible. They pushed you too hard. If you failed an exam, they dumped on you and they didn't show you where you went wrong. They treated me like a grade school kid.*

*I told you before. The school stinks. It's just for the top students, not guys like me who need to know about the real world out there.*

*I just wanted to get out and get a feel of people who cared, and go where people could answer questions honestly. Not teachers who didn't care about students. After all, we are the men of tomorrow. That sums it up. Well, maybe teachers could be taught when they're in school how to deal with young people and to be sure their students are learning.*

*I left because I had to work. There were a lot of arguments at home so I moved out and needed money.*

*They didn't care whether you succeeded or not. They were just there to make a buck.*

*I'm not smart, so the school system ignored me.*

# OVERVIEW

## *PREFACE*

*There are times when a statistical table can tell a story as evocative as any narrative, paint a picture as screamingly dolorous as an El Greco. The data elicited in the quantitative phase of this study included several such tables, tables that echoed in numerical fashion the words spoken by the drop-outs themselves in the qualitative phase of the research.*

*In the first presented below, drop outs were asked to describe themselves using a one-to-ten scale in terms of a list of attributes relative to work and study habits and personality-related criteria. Graduates of the school system were asked to do the same. Parents of drop-outs were asked to rate their youngest drop-out according to the same scale, employers the drop-out employees they have hired and teachers, drop-outs in general. Response is presented in the form of an index ranging from zero to one hundred. The results of this exercise speak loudly for themselves.*

| | Index of Description (Maximum = 100) | | | | |
|---|---|---|---|---|---|
| | Dropouts | Graduates | Parents of drop-outs | Employers | Teachers |
| Responsible/ Reliable | 85 | 86 | 67 | 62 | 33 |
| Curious | 83 | 83 | 78 | 62 | 37 |
| Hard working | 81 | 80 | 69 | 68 | 28 |
| Ambitious | 80 | 80 | 69 | 55 | 31 |
| Punctual | 75 | 79 | 60 | 62 | 31 |
| Individualistic | 74 | 76 | 73 | 60 | 47 |
| Self-confident | 73 | 76 | 67 | 57 | 30 |
| Knowledgeable | 72 | 75 | 73 | 58 | 37 |
| Well organized | 67 | 73 | 53 | 53 | 22 |
| A leader | 66 | 70 | 57 | 48 | 33 |
| Mechanically inclined | 59 | 55 | 62 | 61 | 49 |
| Shy | 56 | 57 | 49 | 53 | 48 |

*Secondly, we asked drop-outs and graduates questions relating to their goals and aspirations, and then asked them about their levels of satisfaction with various aspects of their lives. With the exception of the statement relating to the value of education, drop-outs' expressed life goals did not differ fundamentally from those of graduates.*

| **How Important Is ________ To You?** | Index of Importance (Maximum = 100) | |
|---|---|---|
| | Drop-outs | Graduates |
| Having good friendships | 95 | 96 |
| Having an interesting job | 91 | 94 |
| Being an individual | 90 | 92 |
| Being outstanding in your work | 88 | 89 |
| Owning a home | 85 | 85 |
| Earning lots of money | 83 | 80 |
| Getting married/having a happy marriage | 82 | 84 |
| Having children or raising a family | 78 | 74 |
| Being well-educated | 76 | 90 |
| Partying and having fun | 64 | 77 |

*Their level of satisfaction with various aspects of their lives, however, differed...*

| **How Satisfied Are You With ...** | **Index of Satisfaction (Maximum = 100)** | |
|---|---|---|
| | **Drop-outs** | **Graduates** |
| Life in general | 75 | 82 |
| The way you spend your leisure time | 71 | 74 |
| Your work life | 59 | 67 |
| Opportunities to travel and do interesting things | 55 | 61 |
| Your level of education | 46 | 74 |

*Thirdly, we asked drop-outs whether they regretted having dropped out. All but twenty-seven per cent had regrets.*

*The portrait that this study paints of the secondary school drop out is not a happy one. Secondary school drop-outs do not view themselves fundamentally as the rejectors of a product offered by the Ministry of Education. Although, they have many criticisms--general and specific, legitimate and otherwise--of 'the system', they do not describe themselves as legitimate users; not members of the 'preppy', well-to-do, bright class they view as the true beneficiaries of education. If they were interested in fine literature, they would call themselves the Willy Lomans of the school system, people who live within a limited range of choices and possibilities. They feel that their failure to succeed in the academic world is slightly more their own responsibility than that of the school. (Asked to rank the responsibility for their failure on a scale in which a 'one' indicates the school system's responsibility entirely and a 'ten' indicates the student's total responsibility for his or her exit from school, drop-outs rank themselves overall more responsible at 6.8.)*

*The drop-out problem is obviously a multi-dimensional one. Many factors stream into the pool that leads to the decision to leave school. The study, however, consistently describes:*

- *The academically weak to middle student who hides at the back of the class: who is having difficulties in one or more subject areas but is afraid to ask for help and hence slips farther and farther into academic frustration and oblivion.*

- *The student who gets a part-time job and finds the rewards, psychological and financial, of working greater than the 'disinvitations' of school.*

- *The non-academic student who has to have hands-on experience of a concept or fact before he can understand it, gets bored and frustrated when opportunities to do so are not forthcoming and thus 'acts out' against the system in frustration.*

*Viewed in concert and analysed in conjunction with the perspectives of educators, teachers, administrators, and parents, however, the drop-outs' complaints about the school system are justified and their reasons for leaving valid. Many drop-outs spend years in school feeling bored. Many also spend years in school feeling neglected and/or misunderstood. Those who teach drop-outs do not describe them in the same fashion as those who live with them or those who work with them. Drop-outs are the silent third in the system. Although, many might make a lot of noise while they are in class, their leaving generally causes hardly a ripple. They slip from school into a narrowly circumscribed work world, an articulate, sensitive, and adequately intelligent group of young people wearing an academic mark of Cain.*

## HIGHLIGHTS AND SUMMARY OBSERVATIONS

## WHO IS THE DROP-OUT?

The drop-out is . . .

### *Non-Academic*

- If a drop-out cannot measure the relevance of a subject, he or she is likely to reject it. Subjects that do not illuminate his immediate world are considered a waste of time.

### *A Short-Range And Not A Long-Range Goal Setter*

- For the drop-out, the rewards of work are greater than those of the classroom. This relates not only to the pay cheque, but to the fact that at work, the employee knows at each stage of job training his or her degree of progress. The instant feedback is important to the drop-out, who does not seem to think in terms of longer-range goals.

### *A Hands-On Learner*

- More than four in five (84%) drop outs say that they prefer doing things to reading about them. (In fact, the same proportion of graduates feels the same way.) The graduate-learner, however, is able to set long-range goals adequately enough that he or she can survive a less-than-ideal learning methodology or less-than-adequate teachers.

### *A Frustrated Learner*

- Three in five (58%) drop-outs say they applied a great deal or some effort to their studies and 41% identify themselves as performing extremely or reasonably well at the elementary or junior high level. They rank themselves highly as knowledgeable (72 on a 100-point scale). They feel they are, therefore, learners. However, a large majority feel that "real learning begins when you leave school" or on the job. Forty-five per cent state they have problems in academic areas. Many complain (quantitatively and qualitatively) that it was difficult finding teachers willing to help with academic problems, and that often problems were explained in only one fashion, limiting opportunities for improvement and understanding.

- One-third of drop-outs state that they have failed mathematics, and one-fifth, English. Four in ten parents state that their child failed in these areas. More than one-third of parents state that their child had difficulty in these areas in elementary school. Overall, therefore, while a drop-out is not a weak student, on the whole he has academic problems, problems in key areas, which can set in at an early stage.

### *Less Inclined To Value Education Than Graduates*

- Drop-outs rank education less highly than graduates as a desirable goal. For them, education is an abstraction, without proven relevance. They tend to come from families where education and career-related subjects were not discussed or promoted. Drop-outs' parents have a lower incidence of college or university attendance than do graduates.

### *Reward-Driven*

- The drop-out needs constant reassurance that he or she is doing a job properly. This seems to result in part from years spent improperly understanding a subject, or from the inference that he or she was not a capable student.

### *Work-Driven*

- Drop-outs rank work related goals highly as aspirations. Work is important, doing meaningful work is important, and doing a job well is important. Notorious latecomers and "skippers" in the classroom claim never to have missed a day at work or arrived a moment late. Financial reward motivates the work ethic in these students, along with a sense of pride in performing a job well. Few indicate they developed a "quitter's mentality" since leaving school.

### *Alienated*

- Drop-outs are alienated learners. They feel neglected in a system that is geared towards the brighter student. They feel alienated from teachers, who, despite claims to teach all students equally, in fact do stereotype their students. (In discussion, they attribute this tendency to stereotype to time demands and class size,which makes it difficult to get to know all students.) A drop-out does not feel driven to participate in extra-curricular activities, to become part of the life of the school.

- Drop-outs consider themselves to be on the low rung of the academic ladder. Support does not come from within the educational system or generally from parents. Drop-outs who rank themselves as fair or poor academically are generally less satisfied with their school experience than are graduates, and more alienated.

### *A General Level Student*

- One in two (49%) in our sample of drop-outs began at the general level. The range of subjects they state they like and dislike, as well as those they succeed in, falls out with the same proportion as those mentioned by graduates. However, a larger proportion of drop-outs fail subject areas in which they say they are weak, relative to graduates.

## *A Concrete, Rather Than An Abstract Thinker*

- The drop-out in general does not think in abstractions, but in terms of the visible and measurable. Confused and alienated by concepts that are overly intellectualized, he or she applies that sense of alienation to the school system in general.

## *Low In Self-Esteem And Self-Confidence*

- Although drop-outs rate themselves moderately high on a scale of self-esteem, other factors indicate otherwise. Slightly more than half (56%) of employers, for example, state that drop-outs have less self-confidence than do school graduates. Drop-outs, in fact, are well accustomed to covering up, to misrepresenting themselves. Many feel that they were "judged by their appearance rather than their ability" and spent years in school acting out other people's prophecies. A significant number felt shamed when they did not grasp an academic concept and pretended they understood subject areas that increasingly confused them.

- In the qualitative phase, teachers and educators spoke of drop-outs' tendency to set unrealistic goals, against which they could only measure up negatively.

## *Loyal*

- A drop-out tends to be very grateful for any attention, and loyal to the person who has bestowed this attention. A caring teacher, therefore, can be a crucial factor in influencing the drop-out's view of the value of education.

## WHY STUDENTS LEAVE SCHOOL

*In order to understand who drop-outs are, one must come to an understanding of the factors that motivate them. A student decides to leave school for a combination of reasons, and the pool of factors from which elements can be combined is large. However, these motivations can be identified and differentiated as major, secondary, and minor.*

### Major Factors

- During the qualitative phase of research, several motivators emerged as foremost. These factors were mentioned many times in each group, regardless of gender or region and later confirmed in the executive interview stage and by quantification.
- These factors are neither gender-driven nor language-driven, but primarily suggest pedagogical and psychological functions. School, rather than family, pressures predominate and the role of the work place is important.

### I. The Drop-Out Is Frustrated Academically

- Typically, the drop-out tends to have some difficulty in one or more academic areas. Forty-five per cent agree with the statement asserting that they had difficulty with academic subjects. In both the qualitative and quantitative phases, however, these students suggested that they found it difficult finding extra help: that teachers were reluctant to take the time, or that they consistently explained problems in the same fashion. Seventy-six per cent stated that many teachers did not have the patience for slow learners.
- When asked why school "is not geared towards someone like yourself," 29% of respondents make reference to teachers "not caring". In the qualitative phase, students indicated that it was hard to find teachers before or after school for extra help, but that if they asked too many questions in class, they were made to feel "stupid".
- Forty-two per cent of drop-outs feel that the school system is geared most to benefit students with top marks, and least to help the slow learner. Many view themselves as adequate learners, but slow or needy of explication. Many also, in the qualitative phase, indicated that they felt stereotyping or labeling had been leveled against them at a fairly early grade, and that it was very difficult to emerge from the confines of this stereotyping. They felt that the stereotyping resulted from aspects of dress, appearance, behaviour, or socio-economic background. Sometimes an

academic prejudice against another family member (a previous student) would handicap a more recent entry.

- The fact that one-third of drop-outs appear to have had difficulties in the areas of mathematics and/or English, problems that parents and teachers suggest are established at a fairly early grade, implies that for some drop-outs, "the basics" are problematic. The implications of such problems can have profound effects throughout drop-outs' history, particularly as they learn to "cover up" for shortcomings.

- While it can be argued that by and large the potential drop-out is not always the ideal student and tends sometimes in hindsight to idealize his or her performance at a school, the first table presented in this introduction suggests that a degree of stereotyping is taking place. Teachers, obviously, do not on a latent level admit to such labeling: the vast majority state that in their classrooms all students benefit equally. Yet, as some teachers suggest, given their teaching load and administrative duties, combined with class sizes, labeling of weaker or more disruptive students becomes a necessity. Teachers simply don't have the time that more difficult students require. Hence, while 95% of graduating students agree with the statement "while in school I was encouraged to do well", only 70% of drop-outs follow suit.

- The potential drop-out recognizes his or her academic deficiencies, but is frustrated in his or her attempt to address them. Often he or she has already been labelled "different" and, slipping farther and farther behind academically, feels increasingly unworthy of quality, personalized instruction. His or her sense of alienation from the school system overall increases.

- The non drop-out, who is able to set long-range goals and who feels less alienated, can better survive academic frustrations. The potential drop-out, however, is often fighting battles on other fronts: social, emotional, financial, psychological, and so forth. When getting an education (which drop-outs tend anyway to find somewhat irrelevant or without direct value) becomes a frustration, they leave.

## II. Relevancy

- Drop-outs generally do not value "education for education's sake". They are not academically inclined, not likely given to abstract philosophizing and generally, although by no means uniformly, come from a family where a classical education is not valued highly.

Drop-outs, by nature, like to see the rewards of effort. More than any other student, they wants their studies to be relevant. They want school to reflect and explain "real life", rather than what they consider esoterica.

- The drop-out views the curriculum as removed from real life experience. Seventy-three per cent feel too much emphasis is put on the past, rather than the present and future. Many complain that school was boring and that subject choices were limited. (For many drop-outs, the lack of prerequisite courses might have made the inventory of courses from which they could choose somewhat limited.) Ninety-one per cent agree strongly or somewhat that school should be more job or career oriented, and 52% that subjects they were taught were not useful.

- The desire for work orientation should not be interpreted on a literal level: 87% of graduates suggest the same thing. This reflects a larger demand for relevancy, which at its lowest common denominator, translates into a desire for a more personalized education. For drop-outs, the work world is the real world. Potential drop-outs want the school system to recognize and validate their respective places in that world. While drop-outs may complain that the study of history and geography is inconsequential, they also agree that an interesting teacher can bring these subjects to life. Teachers who personalize instruction, who demonstrate the relevance of academic "esoterica" to these students, are exempt from the demand for career or real life orientation. A good teacher can make everything seem relevant.

## III. Work Versus School

- It is the work experience that usually turns a potential drop-out into a drop-out. Typically, a drop-out will work at a part-time job. Finding the rewards - a pay cheque and frequent assessment of his performance as simply right or wrong - greater than the rewards of school, finding "real world relevance" and finding the work place "inviting" relative to the "disinvitation" of school, the drop-out's interest in schooling diminishes to the point that he or she simply disappears.

- In spite of high levels of job dissatisfaction among drop outs, there was unanimous agreement in the groups that "working was better than going to school". Fifty-seven per cent (but 30% of graduates) of those interviewed quantitatively agree. Eighty-three per cent agree that most of what one needs to know is learned on the job. Sixty-seven per cent prefer working to studying. Almost four in five drop-outs indicate that their primary reason for leaving school was work related.

- Work, for the drop-out, means money and hence independence, direct feedback, and tangible and intangible rewards for a job adequately done. The workplace invites, where the schoolroom disinvites.

## MAJOR FACTORS

(Summary)

Academic frustrations

and/or

Need to have relevancy demonstrated

and/or

The pull of the work environment

## Secondary Factors

*The three major motivators listed above - academic frustration, the desire for relevancy, and the pull of the workplace - do not necessarily turn a student into a potential drop-out. Usually, one or more secondary factors are in place, which combine with the larger scenario to push a student out of school. While most drop-outs share elements of the larger scenario (the exceptions are stereotypically bored, gifted learners - 17% of our sample at one time in their school career skipped or completed more than one grade in a year - and students who left school for positive reasons, for example, the opportunity to apprentice in a family business), the secondary factors are more diverse.*

- Family Background

  - Twenty-nine per cent of drop-outs interviewed come from single parent (mother only) families, compared with 23% of graduates. Alternatively, 62% of drop-outs and 74% of graduates live with both parents. While these findings are not major, they suggest that drop-outs have a home environment that by its structure is less able to provide the support a potential drop-out needs as a bolster against the negative he or she attaches to the school experience.

- Value Of Education In The Family

  - Generally, drop-outs do not come from homes in which education is valued relative to high school graduates. Nineteen per cent of drop-outs report that they never discussed school work as a family, compared with 9% of graduates. Nineteen per cent of graduates' parents completed college or university compared with 7% of drop-outs.

  - As a result, 99% of graduates identify "being well-educated" as a goal that is "very" or "somewhat" important, compared with 84% of drop-outs.

- Family Problems

- Five per cent of drop-outs state that the primary reason they left school was because of difficulties at home. A higher proportion (four in ten) say that difficulties at home contributed at least to some extent in their decision to leave.

- Those that are forced, because of severe family problems, to leave home must support themselves. They find studying while working and being self-supporting difficult and often leave school out of necessity.

- Pregnancy

- Eleven per cent of female drop-outs leave school primarily due to pregnancy.

- Personal Trauma

- Although only 4% of drop-outs identify emotional crisis or problems as their main reason for leaving school, when asked directly 46% identify it as "very" or "somewhat" important.

- Teachers rank this factor highly (93% state that personal problems are very or somewhat important).

- "Rebellious Nature"

- Only 7% of drop-outs identify a rebellious nature, being "kicked out" or wanting to have a good time as main reasons for leaving school. (Graduates in fact state that "partying and having a good time" is more important than do drop-outs.) Another 15% of drop-outs state they left primarily because they did not like school.

- There is presumably, a degree of compensation in these responses. (It is easier for a drop-out to blame the teacher rather than his or her own performance.) However, in their defence, drop-outs put the blame for their defeat more on their own shoulders than that of the system. Drop-outs have difficulty establishing a positive identity for themselves within the school context, at an age in which identity is important. Anti-social behaviour, partying, smoking can be symptomatic of the identity quest. These "negatives" appear to lessen in importance as job responsibilities increase.

### ● Self-Esteem

- As has been suggested, in spite of the claim to be moderately high in self-confidence, there is a certain amount of bravado operating. Face-to-face discussions with these students suggest low self-esteem qualities. The degree to which the students felt, and let themselves feel, neglected and alienated in the system offers other evidence. The quantitative data, taken in concert, also suggests low levels of self-esteem and self-confidence. Drop-outs agree that "people think they are losers": it is only natural that most would internalize this attitude.

### ● Ethnic Background

- The ethnic dimension of the phenomenon did not emerge strongly in qualitative discussion with drop-outs or in the quantitative evaluation, but was an important aspect of discussions with teachers and/or educators. This cultural dimension, is still largely a phenomenon important only in Metropolitan Toronto: educators feel, however, that it will increase in importance outside of urban centres as population pressures increase the number of immigrants settling in other regions.

- Plainly stated, the ethnic component has two dimensions. First, many of the students coming from elsewhere do not have the same academic background or the same cultural perspective, as the Ontario-educated student. Academic frustrations therefore can be high and the demands such students make on teachers great (particularly as standardization of instruction/evaluation and a curriculum-driven focus become more important).

- Second, although our data indicate the possibility that a slightly larger proportion of graduates have parents born outside of Canada, educators interested in the education of minority groups have indicated that some cultures do not appear to honour the same kind of learning structure as that upon which our system is based. It is only after two or three generations of residence in the province that assimilated members of these groups begin valuing education along standard Ontario grounds.

- A village fisherman, for example, who learned to fish from his own father might not be predisposed to value an abstract higher ("irrelevant") education for his son. Some families appear to not assign a value to the educating of female offspring, whose eventual role will be restricted to the family sphere. Educators have noted that the cultural orientation of students from certain minority backgrounds does not necessarily orient them towards the pursuit of a university-driven secondary education.

- Class Size

- The complaints voiced by many drop-outs about class size and their strong desire for more individual attention is symptomatic of a general cry for a more personalized education: one where their academic existence is validated, where their learning problems can be addressed and where they can feel like the proverbial "somebody".

- Bright And Bored

- There is a small subsegment of drop-outs who are capable academically, but who did not complete their education. (More than ten per cent in the sample have skipped a grade in their earlier development.) Often such students are bored at school. While they are not frustrated academically, many of the other major and secondary contributory factors serve to push them out of school. Their desire for relevance and for student-centered learning is differently motivated but just as strong as that of the academically weak student. Generally, the problems of bright and bored students appear to be related to learning styles, and hence, teaching methodology.

- Double Standards/Labeling

- Many drop–outs feel that there is a double standard that applies in classrooms, particularly in disciplinary terms: that the "desirable" kind of student can "get away with murder" while the "undesirable" student is often unjustly accused and that two sets of rules apply to each of the two groups.

- A number also mentioned that as suspension or expulsion were frequently used as punishment, they received the underlying message that school was not really important for "the likes of them" anyway.

- Moving

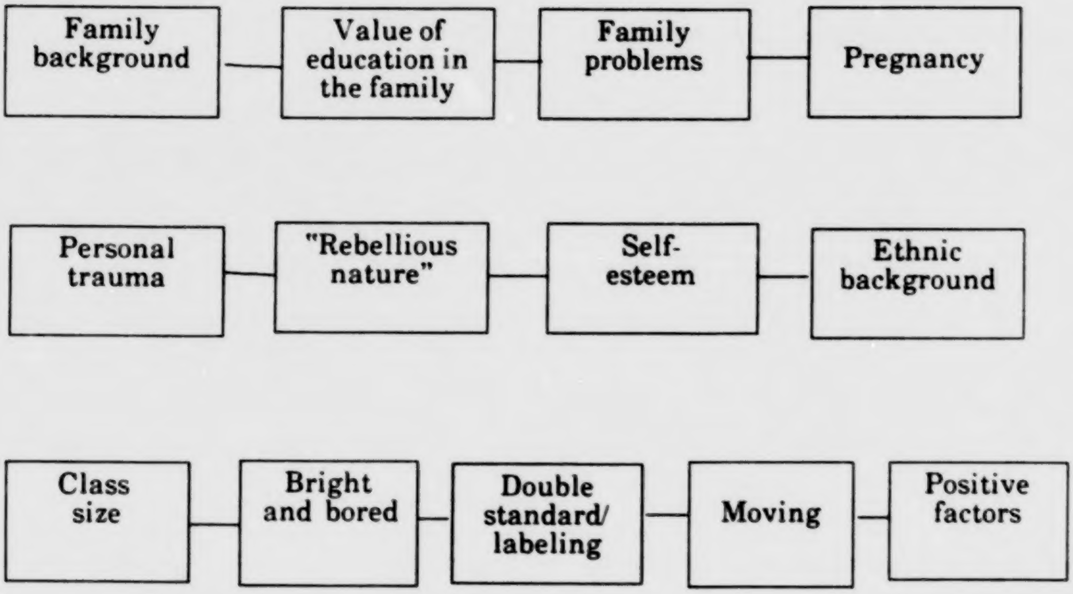
- One in seven (16%) drop–outs indicated that academic difficulties encountered as a result of moving from area to area was a very or somewhat important factor in dropping out.

- Positive Factors

- Some drop–outs leave school because they have a constructive, valid alternative (for example, the opportunity to apprentice at a trade of their choice).

- Like emigrating from one country to another, dropping out of school is largely a combination of pushing and pulling factors. Most drop–outs feel pushed out of school and pulled into the work world and the outside world. A minority, however, feel not pushed away from school, but pulled faster towards a better illuminated destiny.

## SECONDARY FACTORS
(Summary)


Family background
Value of education in the family
Family problems
Pregnancy
Personal trauma
"Rebellious nature"
Self-esteem
Ethnic background
Class size
Bright and bored
Double standard/ labeling
Moving
Positive factors

## Minor Factors

- ### The Credit System

  - One in twenty (3%) students who left school during or after Grade 11 indicate that they did so because they were short a very few credits and were reluctant to commit themselves to the time required to get them.

  - A number of others expressed (in qualitative discussion) dissatisfaction with the increase of credits required to graduate.

- ### The Semester System

  - Few educators and fewer drop-outs suggest that semestering had relevance as a contributor to the drop-out phenomenon. While some drop-outs complain that semestering made the length of classes in minutes too long, many more enjoy the opportunity to get courses and relationships with particular teachers "over with quickly". However, the potential drop-out is an alienated student: means, therefore should be found to increase degrees of personalization in the school experience within the context of a semestered system.

- ### Program Levels

  - Most students enjoy and appreciate more than resent the opportunity to study at a level appropriate to them. Although they view advanced level students as receiving preferential treatment, they are willing to accept this in order to be relieved of the pressure to compete academically with these students. Those who had difficulties were borderline cases: students, in particular, for whom the basic level was too slow and general level too advanced.

- Where this streaming does have impact, however, is reflected in the fact that general level students are viewed by drop-outs as the neglected silent majority in schools. A family analogy would suggest that these students demonstrate characteristics of the "middle child syndrome". As students, they are not very bright or very weak. They are clever enough to slide by when it is necessary. They feel, therefore, that when they need special attention, this attention is not forthcoming.

- While the existence of streamed programs does provide the context for increased academic comfort for these students, it also can feed into a latent lowering of self-esteem, which in and of itself can contribute to the drop-out phenomenon.

- In addition, it is crucial that teaching methodologies at the general level be carefully examined.

## ● Language

- In qualitative discussions and quantitative analysis, the fact of French versus English as first language did not emerge as significant. Overall impressions of the school system and reasons for leaving school are generally similar for the two groups.

- Quantitative analysis does reveal differences in the following spheres: (1) a slightly larger percentage of French-language students leave school due to premature pregnancy and (2) French-language drop-outs tend more than the English to feel their opportunities for career advancement have been limited as a result of not graduating.

- An expert at OISE (Ottawa) has been examining the French dimension of the phenomenon and confirms these findings. He feels that dropping out among the French is less driven by language or culture and more driven by geographical and economic realities related to place of residence.

- Gender

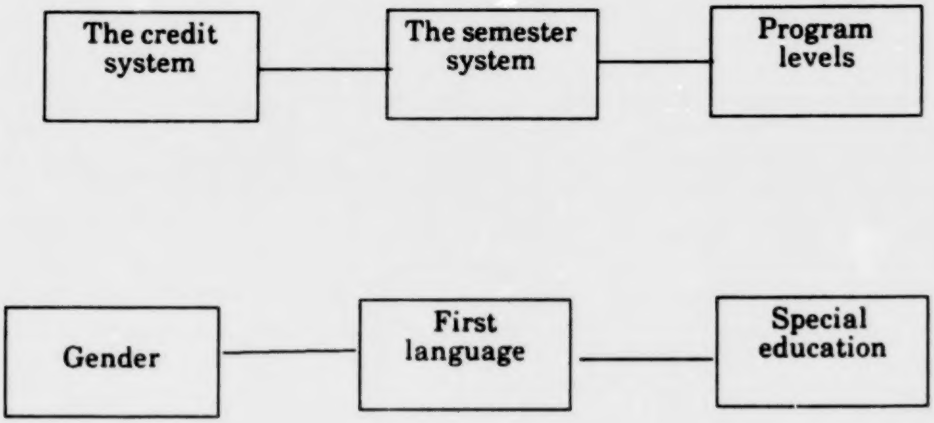
  - Little distinguishes the female drop out from the male, particularly in terms of major reasons driving the decision to leave school, aside from the obvious higher percentage of females who leave school due to pregnancy.

  - Differences that occur relate to other more generalized differences between males and females and not directly to the drop-out phenomenon. Females, for example, show consistently lower levels of self-confidence and self-esteem and tend to be more self-effacing than the males. Emotional problems figure more strongly as motivating females to leave school. Females also view their opportunities for success in life as more limited than do the males, even though females, in fact, tend to have been generally better students overall.

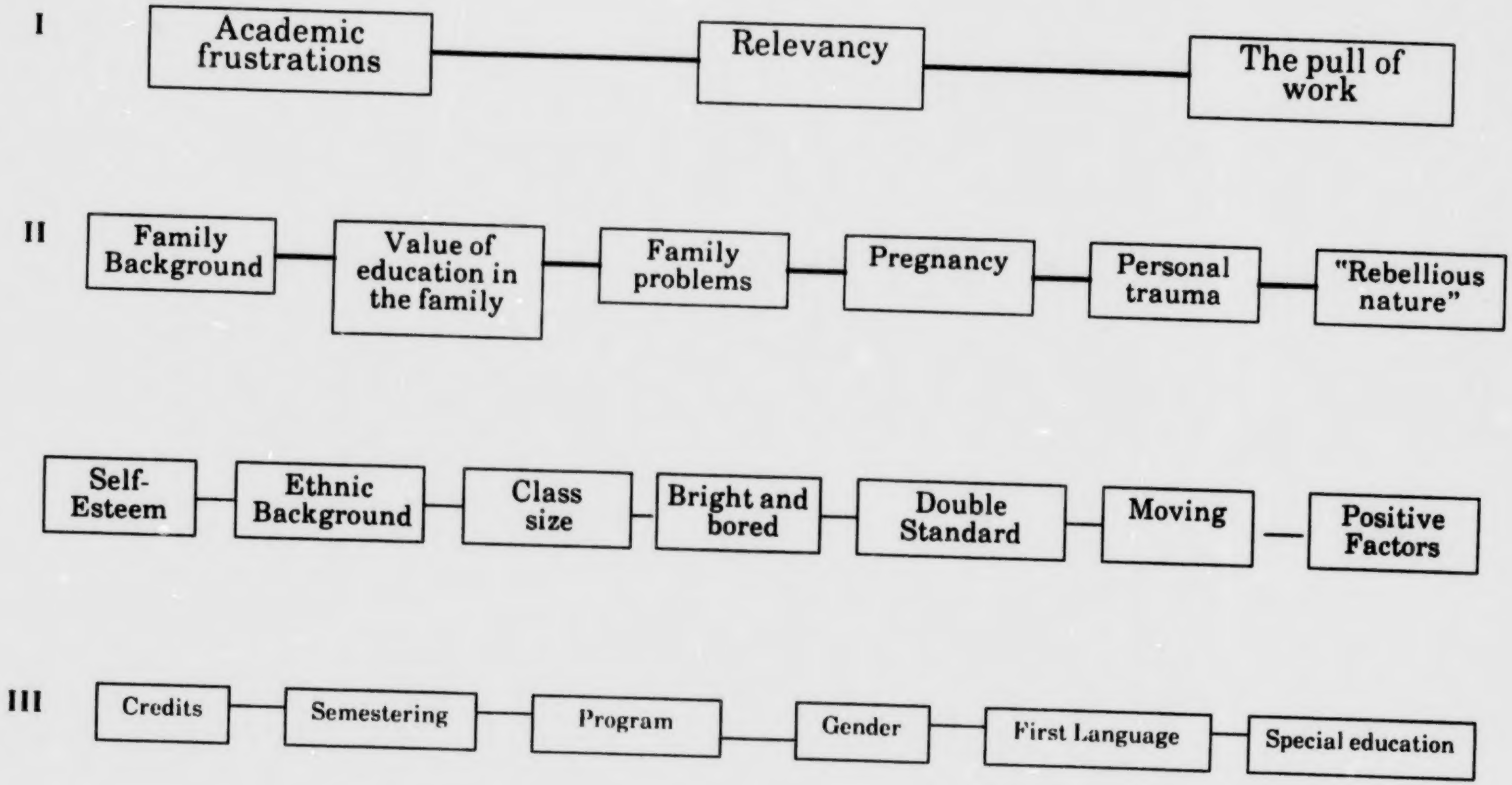
- Special Education

  - Another small core of drop-outs are those who spent a great deal of their school career in special education. Special education is, in reality, an educational Catch-22. While special education students do benefit from smaller class sizes, personalized attention, and reduced academic pressure, other drop-out related problems emerge here in full force. The subtle labeling about which many regular stream drop-outs complain is more blatant in the special education situation. "Special" is perceived, by the students themselves, to be a negative that stigmatizes them throughout their school career. In addition, some complain (also in the focus group situation, as the numbers were not sufficient to examine this group quantitatively as a separate segment) that eventually they would be passed to a higher grade simply as a function of their age and size. The academic pressures might then defeat them.

## MINOR FACTORS
(Summary)


The credit system
The semester system
Program levels
Gender
First language
Special education

# WHY STUDENTS LEAVE SCHOOL
(Summary)


I
Academic frustrations
Relevancy
The pull of work
II
Family Background
Value of education in the family
Family problems
Pregnancy
Personal trauma
"Rebellious nature"
Self-Esteem
Ethnic Background
Class size
Bright and bored
Double Standard
Moving
Positive Factors
III
Credits
Semestering
Program
Gender
First Language
Special education

## DROPPING BACK

- Almost half (49%) of the drop-outs interviewed have attempted to return to school, but only 29% of those go on to receive a diploma. (However, one in four drop-backs in Toronto graduates -- a higher proportion than in rural areas.)

- Drop-backs return to school sadder and wiser. They have learned about job limitations the hard way. Education, once viewed as irrelevant, acquires a new relevancy that gives it meaning. Parents and teachers both remark on the changed attitudes of these students.

- Those that return to regular classrooms have several battles to fight. First, many are older than the other students. Second, they usually must continue to balance work and study. Third, as was suggested by a teacher whose school body includes a large proportion of drop-backs of various ages, these students are often lacking in basic skills. Given their new enthusiasm for learning and their general "instant-success" orientation, recurring academic difficulties can be a great frustration to the drop-back and can contribute to the high incompletion rate.

- Seven in ten (70%) drop-backs, however, indicate that the drop-back experience is superior to the experience they had originally in school. Correspondence is considered a positive method to complete an education. Students can work at their own pace, on their own time. This is said to relieve some of the pressure drop-outs felt in the classroom. Many commented also that they enjoyed the feeling of satisfaction they achieved by proving to themselves that they could learn on their own.

- The fact that half of the drop-outs interviewed seek to further their education, and that less than one-fourth leave school primarily because they "can't stand it" suggests that the problem of student retention is far from insurmountable.

## SPECIAL SEGMENTS

### Parents Of Drop-Outs

- Our parent sample was skewed towards the female. This occurred for several reasons. Our field sources indicate that fathers tend to be more reluctant to discuss "unsuccessful" offspring. Secondly, fathers are often less involved in the family sphere. Thirdly, 29% of drop-outs come from maternal single-parent families.

- Three in ten (29%) parents interviewed were divorced, widowed or separated. Half (53%) had some or had completed high school. Sixteen per cent had some community college and 11% some university. Few (2%) had attended graduate school.

- Parents express dissatisfaction with the school system in two main areas. First, half of the sample are dissatisfied with "the degree to which teachers are interested in each student and the availability of extra help".

- The second area involves discipline. Approximately half, again, of parents express dissatisfaction with the level of discipline in schools and the handling of alcohol and drug related problems.

- Thirty-eight per cent feel that top students benefit most from education and one in two that slow learners suffer the most. However, on a scale from one to ten where a one represents the school's blame for that child's failure and a ten represents their child's blame, parents on average, rank 6.2, suggesting that the balance of blame tips slightly toward their child.

- Eighty-five per cent (85%) state that their child enjoyed elementary school. Almost nine in ten of these students are said to have done extremely or reasonably well at that level. However, 32% of parents state that their child had reading problems (boys more than girls), 20% had writing problems, and 35% problems in mathematics (with the same incidence for males and females). Three-quarters of the parents indicate that their child enjoyed junior high school a great deal or somewhat and eight in ten students are said to have been successful academically at this level.

- Asked on an unaided basis why their child left school, parents primarily give the following responses:

  * the child was bored/school was uninteresting or repetitious (25%)
  * the child simply disliked school (23%)
  * the work experience was better (21%)
  * teachers' uninvolvement/lack of extra help (14%).

- Asked how the system could change to better accommodate this child, 51% of parents make unaided reference to teachers (21% mention increased help and availability, 19% a more caring attitude, 7% better teachers in general, and 4% a change in teaching methods away from lecture-centered classrooms). Ten per cent advocate increased guidance and counseling facilities and another 10% stricter discipline. A similar proportion (9%) request smaller classes with more individualized attention and more variety and interest in subject areas.

- Parents view dropping out as having limited their child's potential dramatically in the workplace , but not fundamentally in the social or intellectual sphere. (Seventy-four per cent of parents overall state that opportunities for finding jobs and income were limited, 69% that opportunities for job choice had been restricted and 52% mention restrictions of career advancement.) Female offspring in each instance are said to have been limited more by dropping out.

- Parents generally feel that the student returns to school with a superior attitude: 64% indicate that the drop-out student was more enthusiastic and goal oriented.

## Teachers

- Forty per cent (40%) of the teachers interviewed come from the elementary panel and 60% from the secondary panel.

- Factors that rank highly as contributing to the retention rate or lack thereof, are:

    * attitudinal problems (an average of 8.7 on a 10-point scale)
    * reading problems (8.7)
    * academic difficulties (8.5)
    * family problems (8.3)
    * emotional problems (8.2)
    * low self-image (8.2)
    * writing problems (8.2)
    * peer influence (8.1)
    * poor role models in the home (7.9)
    * the pull of the work place (7.6)
    * class size (7.5)
    * learning disabilities (7.5).

- Fifteen per cent of teachers state that schools are geared primarily towards top students, but 23% feel that schools are least geared towards this group. One in four feels that schools are least geared towards slow learners. Fifty-two per cent , however, state that in their classrooms all students benefit equally.

- As solutions to the problem, teachers suggest:

  * more guidance facilities (27%)
  * courses that are more relevant (25%)
  * smaller class sizes (24%)
  * programs to help students' level of self-esteem (21%)
  * increased communication between home and school (15%)
  * more job-oriented courses (13%)
  * improvement in teaching methods (11%).

## Employers

- Two in three (65%) drop-outs feel that it is important to have a diploma when looking for work.

- Interviews with employers confirm this view. Two in three employers (65%) state that they always ask about a prospective employee's level of education. Three in four state that a high school diploma is somewhat important (with 30% indicating "very important").

- Slightly more than half (56%) of employers state that drop-outs should be paid only the minimum wage, although in practice high school graduates they employ earn an average of $6.50 per hour, and drop-outs $6.25.

- Employers compare drop-outs unfavourably with graduates in all areas evaluated, specifically:

  * problem-solving skills (51% state that drop-outs are "worse" than graduates)
  * decision-making skills (47%)
  * self-discipline (44%)
  * general knowledge (43%)
  * their commitment to their work (35%)
  * their ability to work with others (21%).

- Drop-outs are viewed as less...

  * self-confident (by 56% of employers)
  * ambitious (45%)
  * motivated (44%)
  * dependable (38%)
  * creative (37%).

- Employers tend to feel that job training is the employer's responsibility (43%) rather than the school's, while 34% feel that the responsibility should be shared by school and industry.

## RECOMMENDATIONS

The following recommendations are made with a view to improving the student retention rate in Ontario secondary schools. One in four (23%) students leave school primarily because they "didn't like it" and more than half make an attempt to improve their level of education later. There is, therefore, a means of redressing the situation. These recommendations are made from the perspective of the student himself, and do not in all cases reflect the structure of the educational establishment as it presently exists. They are centred in three areas: (1) teachers, (2) programming and evaluation, and (3) teaching methodology.

### I. THE MINISTRY MUST DEVOTE GREATER FINANCIAL SUPPORT TO HUMAN RESOURCES

The teacher is the key ingredient for a drop-out's sense of success or failure within the school system. (Overall, 47% refer to teachers in stating the one factor that might have kept them in school, and an additional 12% refer specifically to increased individualization.) This was confirmed in qualitative discussion. Although drop-outs do not fundamentally ascribe their "failure" to the school system overall, many do complain of the absence of help when needed and the general uninvolvement of teachers.

Many drop-outs feel they have a secret: the secret they conceal is the fact that some concepts and skills totally baffle them. They, the "closet confused," spend a great deal of their school time trying to fake it, to cover up, to save face. In a system that values and serves the brighter student best, the less able feel embarrassed.

The teaching profession is inappropriately targeted: if its mandate is to enlighten and teach knowledge and skills, it should therefore be equally targeted to the student who enters with the least - the *tabula rasa*. If the students that the system best serves are those who least need it, the system is doing a very cavalier job. It surely must strive to satisfy its neediest clients as well as its simplest (the brighter ones).

A student who is made to feel less worthy because there is much he or she does not know is not a student who is being taught to value education intrinsically. The school system must create a context in which "not knowing" is acceptable, because it means a teacher and student (client) can embark on a journey of discovery.

For this student, struggling to survive in the academic environment and often with social, emotional, or family pressures to contend with, a personalized approach is very important. These students need reassurance: they need to be made to feel that "the system" cares if they succeed. Hence, teachers are key to their sense of the overall relevancy of education.

The degree to which these students feel alienated from teachers is demonstrated in the fact that only four per cent state that they discussed their decision to leave school with a teacher. Twenty-eight per cent state that their teachers "didn't care" if they dropped out. Ninety-five per cent of graduates feel they were encouraged while at school to do well, compared with 70% of drop-outs.

The ministry therefore is advised to reassess its policy and funding in the human resources area. Issues like class size (real class size, rather than formulaic) must be addressed. Timetabling for teachers must include designated, quality time for meeting with students in a "helping" capacity for academic or personal reasons. A potential drop-out is not primarily interested in the aesthetics or quality of school facilities and equipment: for the potential drop-out the affective domain is the most important. A potential drop-out whose human needs are being met stands a far greater chance of becoming a graduate than the potential drop-out who feels increasingly alienated, both in academic and affective terms. While a re-examination of staffing in secondary schools is an expensive recommendation, its pay-off may be reflected in an increased retention rate.

Teachers themselves confirm the gratitude and loyalty they receive from this kind of student in exchange for kindness or consideration. *Tough love* is what this kind of student needs the most: here, a little love goes a long way. In the focus groups, students spoke with genuine fondness of teachers who had shown extra consideration or who had tried to make their classes "fun""("fun" generally meaning anything other than lecture/read/write). Drop-outs have stereotypical notions of teachers that run as deep as teachers' stereotypical perceptions of the drop-out.

Generally, drop-outs view teachers as interested only in their pay cheques: teachers must be given the time to work to overcome this barrier.

Seventy-five per cent of drop-outs agree that teachers do not have patience for slow learners. Teachers must be willing and able to make time for providing extra help at a time convenient to the student. Many of these students work part-time, often out of necessity. Teachers should prearrange periods prior to class or during breaks to meet individually with such students and students must have the sense that this time is priority time.

At the beginning of a school year or semester, a teacher should meet with his or her students on an individual basis, to find out when the student might be available for extra help. Personalized interest must be shown, or the student will increasingly respond to "invitations" from out-of-school sources.

## Mentorships/Home Room

Mentorships should be put in place and teacher time allocated to this end. Each student should meet with a teacher-mentor on a weekly basis and where possible, the relationship should continue throughout the student's career at the school. Teacher-mentors whom the student (a) likes and (b) can identify with as a role model should be chosen. A teacher's timetable should include at least one period a day devoted simply to mentoring. Should the student drop out of school, the mentor should be in immediate contact.

Given the need of the general level student for meaningful human contact, room should be found within the semester system for a home room relationship. If personality clashes occur, mentorship and/or home room affiliation should change.

## Guidance Facilities

Guidance departments presently are overburdened. While students are generally satisfied with the kinds of services offered, they often complain that they must wait too long to see a counsellor. The quantity of services must be increased. Guidance teachers should be put back in the classroom teaching *meaningful* courses about the job world and so-called "real" world, while paraprofessionals, community volunteers, and social workers can take on many of the other duties.

## Other Teaching Sources

The ministry should lessen its prohibition of non-certified individuals heading classes. Non-credited teachers should be increasingly put to work in the system. Representatives of industry or of the private sector, college and university students, retirees and private citizens should be brought in to teach particular skills, to render service, and/or to lead more intimate seminar-size classes. Peer teaching and counseling should be encouraged as much as possible.

## Live-In Facilities

One school in each school area should provide room and board accommodations (in exchange for work detail in the school or dormitory area) for students who are forced to live apart from their families and do not have the means to support themselves.

## Seminar Learning

Given the widespread desire for smaller classes, schools should offer students the possibility of small seminar-style classes, with a maximum of twelve students per instructor. Instructors could be taken from the community or colleges and universities. The more intimate nature of such a teaching environment allows for "each small voice to be heard" and each opinion validated. The focus could be a problem-solving exercise (preparation of an exhibit for a science fair, poetry journal, etc.) and the methodology would predominantly feature discussion, brainstorming, and group work.

## Teacher Excellence

The potential graduate student, the student capable of establishing and working towards long-range goals can survive the negative impetus of a poor teacher; the general level student and particularly the potential drop-out cannot. The ministry must find a means of eliminating from general level programs teachers who cannot inspire in these students a desire to learn, or those who cannot devote the time required to the affective mode.

Teachers already carry a considerable academic and administrative load. Until now, at the secondary school level, this has been at the expense of the affective. Since for the potential drop-out, the affective is crucial, academic and administrative teacher duties should be lessened, so that the affective might be more conscientiously addressed.

A potential drop-out always takes more of a teacher's time than does a top student. In these terms, a potential drop-out is an expensive learner. The pay-off, however, is likely worth the expense.

## II. PROGRAMS AND COURSE EVALUATIONS MUST ADDRESS SPECIFICALLY THE NEEDS OF THE GENERAL LEVEL STUDENT

**The types of subjects offered and, in particular, the potential drop-out's perception of their relevancy is second to the teacher issue in solving the retention problem For this kind of student, relevancy must be demonstrated and explained at all times: often this kind of student is not capable of making the abstract "relevancy" leap on his own. Disciplinary measures also must be demonstrated to have a real function. (On a couple of occasions, drop-outs remarked that when they were punished for skipping classes by suspension or expulsion, the intrinsic value of education was yet again put into question.)**

### Career Training

Schools should not become career-training centres: the expressed desire of drop-outs for increased job training in school (a desire also voiced by graduates) should not be interpreted literally. For the drop-out, the real world is the work world: he or she identifies relevancy by a subject's relation to that world. The drop-out is basically entrepreneurial rather than academic: he or she evaluates relevancy by obvious pay-off, not subtly.

Generalized knowledge is not the drop-out's goal: hence for the drop-out (who has demonstrated already that he rejects what he views as irrelevant), the relevancy issue can be a barrier.

The master teacher, as has been stated, can overcome this barrier, by bringing any subject into the world of the drop-out, and by presenting material in a manner he or she understands. Relevancy is therefore more a matter of course content (rather than subject or concept) and methodology. If course content is personalized, drawing its examples from the world of the drop-out (73% state that school is too past-centered rather than present- or future-oriented), the barriers to learning weaken. The master teacher can make the irrelevant, relevant; even the past can come to life in his hands.

## Relevancy For Visible Minorities And Native Students

This type of relevancy is particularly important in schools with a high Native or visible minority student population. These students run the risk of increased alienation, since they must participate in a culture they view at best as foreign and at worst as hostile. Bringing their world into the classroom rather than requiring them to understand a mainstream culture that baffles them, "invites", as the saying goes, rather than disinvites these students. The positive measures initiated by the Ojibway Cultural Foundation several years ago on Manitoulin Island to bring Native perspectives into the curriculum have made a difference. Also noteworthy has been the attempt by secondary schools in Toronto to model their music programs after student needs rather than ministry guidelines.

## An Example: A Secondary School Music Department

Through the late 1960s, the music program (band and orchestra) at a particular secondary school was a school conductor's dream. However, as the demography of the area changed through the 1970 s, the desire to learn oboe and viola dwindled, until the program that had been the toast of Kiwanis was left with few participants.

It was decided therefore to repattern the program according to the needs and background of the student body. A four-part program was established consisting of voice, keyboard, guitar, and steel band, a program which for this student body was easily perceived as relevant: they knew about guitars and keyboards, and many had come from the West Indies. Although the music students at the school will probably never win accolades at Kiwanis, the program is thriving and has become a prototype for many others.

## Native Ways

The traditional Native teaching methodology, in fact, has elements (albeit in an extreme form) that would serve the potential drop-out well. In Native society, when a child or young person is deemed able to take on a new skill, he or she is paired with an older master and the skill is closely demonstrated or the concept intimately explained.

The learner then immediately tries his or her hand: as soon as an incorrect action or misinterpretation takes place, it is gently corrected. The coaching continues until the student has mastered theory and practice. The student then goes off on his or her own to "tinker" with the concept or skill, until he or she feels confident with it. When independent mastery of this concept or skill is demonstrated, he or she is promoted to a new status.

The question of relevance, then, is not the only area of great significance for the Native student: teaching methodology plays an important role. Although "the Native way" is no longer a full reality of contemporary Native Canadian life, the traditional method of teaching children has carried on in a deep structural fashion. Hence, many Native students deemed rather "unteachable" in the non-Native context, have gone on to become master artists, hunters, or even business people.

Traditional Native teaching methods have a great deal to teach us about teaching drop-outs: Native teaching combines concepts of master learning, coaching and personalized, one-on-one instruction. Seventy-six per cent of drop-outs agree that "many teachers don't have patience for slow learners." A Native teacher is a patient and caring mentor-cum-coach-cum-master.

## Career Related Courses

Guidance teachers should be relieved of some of their psychologist/social worker functions to teach programs relating to jobs and careers, in conjunction with coop-type courses, which can be a crucial link in the demonstration of relevancy.

## Increasing the Number Of Co-op-type Classes

These programs are extremely popular and should be made more widespread. They should not be restricted to the general level and should involve a wide range of trades and professions.

### Values Education

Values education, including material focusing on the value of education, should be made compulsory up to the end of Grade 11. Ethics, philosophy, and values are important and relevant subjects for these students, who often do not come from the kind of family environment in which issues are discussed.

Courses presently offered like "Man In Society" could be the vehicle for relevancy and values education. Students, however, even at the general level, view these courses as "Mickey Mouse". When such courses are not presented in an in-depth, challenging fashion, the potential drop-out's perception that school is irrelevant or ivory towerish is reinforced. The curriculum should be strengthened in these areas: these subjects should be presented in such a way that they make greater demands on the students.

### Encouraging Entrepreneurship In Students

Schools should encourage students' drive towards entrepreneurship by letting the schools become a vehicle for participation in the free market society. Solving business problems can be an excellent exercise in problem solving, and can demonstrate relevancy concretely. Marketing students, for example, might be rallied to promote school programs in the community. Hairdressing students could open a salon.

### Composite Schools

As much as possible, schools should reflect, be part of, and be macrocosmic of the society of which they are a part. Interchange with community colleges, universities, government institutions, the private sector, industry, private citizens of all ages, and the arts should be encouraged.

## EVALUATION

### Standardized Testing

Unfortunately, standardized testing is the opposite of individualization, personalization, and affective learning. Drop-outs already struggle against a vulnerable sense of self-worth and some problems in academic areas. Standardized testing would drive these students further into academic self-doubt and would decrease the retention rate. Students from other cultures would particularly suffer. Although such students are presently most visible in the Metropolitan Toronto area, their numbers are increasing elsewhere in the province. For the potential drop-out to feel successful, school must be less, rather than more, curriculum-driven and hence less standardized.

The ministry is presently approaching the whole standards and standardization question from the point of view of curriculum. It may be wrong. Standards are not a curriculum issue: they are teacher issues. The important question, furthermore, is not related to a teacher's knowledge of a subject area (again, content or curriculum); it is related to his or her overall effectiveness, combining affective effectiveness, communications effectiveness, and curriculum effectiveness. The best physicist in the world is not necessarily a good teacher. And, even if he can teach physics well, can he reach all of his students? We know, for a fact, that students can learn when teachers cannot only teach, but reach. Means must be found to measure a teacher's overall effectiveness, and weed out those (even those who are brilliant in the curriculum sphere) who do not measure up in affective and communicative terms.

Standardization, therefore, is a teacher issue, not a student issue. If students are forced to "measure up" to curriculum standards, the entire system will be pulled down. If teachers are made to "measure up" in curriculum terms only (in some parts of the United States, teachers are now being tested exclusively on curriculum grounds), "standards" overall will dwindle and all but the "standard issue" student will be lost.

Standardization at the secondary level at best will serve the status quo: the education-oriented, urban middle class. It will not serve students unlucky enough to have been born elsewhere. It will not serve a future information age Ontario, so vitally dependent upon a happy, thinking, and creative general population.

Where a form of standardized testing is needed, relative to the retention issue, is at the elementary level in mathematics, reading, and writing skills. Remediation must address student weaknesses in these areas immediately, to prevent a cycle of future difficulties. Here, the precepts of mastery learning would work effectively.

At the secondary level, standardized tests should only be applied in mathematics and reading to students moving into Ontario schools from other provinces or countries. Here also, remediation should immediately address deficiencies.

## Multi-Faceted Evaluation

The potential drop-out should be evaluated on a wide variety of tasks, abilities, and skill areas. Evaluation should not exclusively be based upon written work, but other skills: verbal communication, manual dexterity, and so forth. Students to some degree should be involved in their own evaluation and held responsible for their own success or failure. The student who is not oriented towards verbal skills should be given credit if he can paint his interpretation of a problem or if he can successfully teach a concept to another student. The "system" should strive to honour diverse skills.

## Tighten Standards

If the potential drop-out can see school as relevant and teachers as caring, it is likely that he or she will stay. Personalized learning, however, does not mean a lessening of standards, but a flexibility of standards. Potential drop-outs, in fact should be made to work harder, to take responsibility for their education, and to "put their money where their mouths are" and prove that they deserve the "hardworking" label they have bestowed upon themselves. They should learn to compete, but against themselves and with the support of teachers/coaches. They should be taught to set realistic goals, how to evaluate their own performance realistically and how to achieve their goals. This teacher - mentor, coach, and resource person - should guide the drop-out. The school system must support him.

## Work Ethic

Thus, while the general level student should not be judged according to standardized criteria, he or she should be made to work harder, to be more accountable. The same applies throughout the system . A hands-on, versatile curriculum is not a slack one. More must be demanded at all levels of involvement: student, teacher, and administrator.

For the drop-out, who by his nature is work-oriented, to view the system as relevant and for the system to gain his respect, he must view it as exemplifying the principles of the work ethic.

## Special Education

Earlier, special education was described as a Catch-22. Although the more intimate environment of a special education classroom can be nurturing to these students, it also negatively labels them.

For the purposes of this study, one cannot argue for the abolition of special education. Before one examines special education as a retention problem in and of itself, problems overall facing all drop-outs must be addressed. The assumption can be made that once the school environment is improved for the potential drop-out, some of the special education concerns will be ameliorated, since the special education and academic drop-out share many problems. Both need to feel successful at school and both want a more personalized education.

## III. TEACHERS AND TEACHING METHODOLOGIES MUST ADDRESS SPECIFICALLY THE GENERAL LEVEL STUDENT

There is a very good reason why so many drop-outs remember their elementary and intermediate years so fondly: the teaching methodology practised at these levels is precisely the kind of teaching methodology that the general level student requires. Here activities change; there is no one route or method to the communicating of a single concept or piece of information. Exercises are frequently hands on; the student is given time to experience what he learns. Attention is more often individualized. Different learning styles tend to be taken more into account. Creativity is encouraged. Evaluation is not generally based on strictly academic criteria. The affective is encouraged. School at this level is much less hostile to the potential drop-out.

### Training For The General Level Teacher

With declining enrolment , an advanced level teacher is often parachuted to the general level without coaching in the different methodology that is required. A general level student is not an advanced student that learns at a slower pace: he or she tends to be a different kind of thinker. General level teachers should be required to undergo specialized training or updating, specifically focusing on the needs (curricular, affective, and methodological) of this student.

### Teacher/Coach

The teacher who consistently stands in front of the class lecturing, who relies on a teaching style that is uninvolved with students, (or, in fact, who maintains any one style of teaching consistently) is the anathema of the general level student. For this student, a teacher can sometimes be lecturer, but should often also be coach. Like the basketball coach he or she should demonstrate and guide the student, so that the student can then "get it right".

## Interchange

The barriers established by the Ontario Teachers' Federation and the Ministry of Education segregating the elementary and secondary panels should be discouraged. General level teachers should not only be trained specially for the general level, but should be required to have one or two years' experience at the junior and/or intermediate level. Administrators at high retention schools have stated that their most successful general level teachers often come with intermediate experience. (Few would have junior experience, since faculties of education grant certification at the junior/intermediate or intermediate/senior levels.) Short of actual classroom time at the elementary level, teachers should at least have faculty of education training in junior or intermediate methodology.

## Hands On Learning

Our quantitative study indicates that all students, general level or otherwise, desire more hands-on, experiential learning at the secondary school level. For the general level student and particularly for the potential drop-out who is often non-verbal and/or the type of learner that must internalize concepts by "tinkering" with "real things", this is crucial.

## Self-Esteem

It is no surprise that elementary teachers rate self-esteem factors as both causes of and solutions for the retention problem to a greater extent than do secondary school teachers. An elementary school teacher's training is affective oriented and associates overall student performance with self-esteem levels. Techniques aimed at addressing self-esteem needs of students abound in the literature and should become part of the secondary teacher's vocabulary, particularly at the general level.

## Methodologies (4MAT, Mastery Learning, Contractual Learning)

A number of teaching methodologies whose success has been demonstrated at the more junior levels would work successfully at the general level. The principles of mastery learning, for example, (not necessarily its overall methodology) would serve the student lacking in basic skills extremely well. Methodologies such as 4MAT, presently gaining wide favour in a number of Metropolitan Toronto boards (specifically, North York, Scarborough, and East York) have been found to be particularly successful with the general level student. Simply put, 4MAT "honours" the mechanically oriented, personality oriented academic and visionary student, and teaches them success in the domains to which they less naturally aspire.

Teachers in other regions (e.g., Sudbury) who have had exposure to this methodology cite it as successful in making the learning experience relevant and rewarding for the potential drop-out.

Contractual learning, peer teaching, and other methodologies calling on increased responsibility of the student for his or her own learning would also be beneficial.

## A Toronto Secondary School

A principal of a secondary school in Toronto has instituted a number of programs aimed at improving the retention rate. The incorporation of 4MAT methodology in most programs four years ago is said to have made a noticeable difference. Efforts are underway to increase the scope of co-op programs in the school, since they, more than any other, demonstrate relevancy and thus are the most successful programs in the school. (Co-op programs also enable students to better market themselves when entering the job market, since they now have "experience".) These programs are not limited to technical areas, but include the arts, marketing, and so forth. Articulation programs are being developed with the local community college as part of a widespread attempt to make the school as composite and broadly based as possible. Attendance is rigorously monitored, since it is viewed as symptomatic of potential problems. A team of staff members works closely with "skippers" to try to ascertain the reasons motivating the attendance problems.

## RECOMMENDATIONS: SUMMARY

1. Increased funding for human resources.
2. Time-tabling for one-on-one scheduled pupil-teacher meetings.
3. Greater commitment by teachers towards extra-curricular remedial help.
4. Teacher mentorships.
5. Increased importance of home-room liaisons.
6. Increased academic involvement of guidance teachers.
7. Counselling roles of guidance teachers delegated to a larger body of professionals/paraprofessionals in favour of increased teaching.
8. The induction of non-credited teaching personnel in certain teaching/coaching contexts.
9. The introduction of more intimate seminar-size and style classes.
10. Higher standards and specialized training for general level teachers.
11. Reduction in teachers' administrative duties.
12. Teacher interchange between elementary and secondary panels, especially for the general level.
13. Elimination of primary/junior and intermediate/senior training restrictions at faculties of education.
14. Increased "coaching" and discovery learning methodology at the secondary level.
15. Greater opportunities for hands-on, experiential learning at the secondary level.
16. Training for secondary teachers in affective methodology.
17. The incorporation of selected philosophies and methodologies of 4MAT, mastery learning, and contractual learning at the secondary level.
18. Curriculum based on students' own life experiences.
19. Increase in co-op programs at all levels.
20. Increase in career-related courses.
21. Compulsory values education to Grade 11.
22. Encourage indigenous entrepreneurial talent in the schools.

23. Encourage composite school environments as much as possible.

24. Increased demands on general level students (with increased support from teaching staff).

25. Standardized testing only in reading, writing, and mathematics at the elementary level, and in reading and mathematics at the secondary level only for students who enter the province from elsewhere.

26. Remediation available at all levels to help with academic problems, particularly for "the basics".

27. Less content-driven focus at the general and basic levels.

28. Multi-dimensional evaluation.

29. Conscientious demonstration of the work ethic by staff members.

30. The attempted elimination at the basic and general levels of teachers who are not successful in either the affective, communicative, or curriculum spheres.

# SECTION ONE

# PROFILE OF THE DROP-OUT

## DEMOGRAPHIC PROFILE

### Age

- The average age of both graduates and drop-outs was twenty. (Respondents were screened to include only those aged fifteen through twenty-five.)

### Month Of Birth

- Data collected in the study do not conclusively suggest a greater predominance of late-year birth month, although there is a higher incidence of early-year birth month among graduates by a small margin, and a higher incidence of late-year birth month among drop-outs.

| What Is Your Month Of Birth? | % of Respondents | | |
|---|---|---|---|
| | Graduates (Total) | Drop-outs (Total) | Parents (re: drop-out) |
| January | 12 | 8 | 6 |
| February | 11 | 6 | 7 |
| March | 10 | 8 | 13 |
| April | 11 | 8 | 6 |
| May | 4 | 7 | 8 |
| June | 12 | 8 | 7 |
| July | 7 | 9 | 8 |
| August | 5 | 10 | 7 |
| September | 6 | 10 | 8 |
| October | 7 | 9 | 11 |
| November | 11 | 8 | 10 |
| December | 7 | 9 | 6 |

Drop-Outs: Marital Status

- Half of the respondents in the sample are single and living at home, compared with more than three-fourths of the graduates. Alternatively, more drop outs are married, living with a member of the opposite sex, or living common-law than graduates in the sample. (Female drop-outs are much more likely to be married).

| **With Respect To Marital Status Are You ...** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | **DROP-OUTS** | | |
| | | Total | Male | Female |
| Single and living at home | 79 | 48 | 55 | 41 |
| Married | 6 | 15 | 9 | 22 |
| Single and living with another person of the opposite sex | 4 | 10 | 9 | 11 |
| Single and living alone | 4 | 9 | 11 | 8 |
| Single and living with another person of the same sex | 6 | 8 | 9 | 8 |
| Living in a common-law relationship | - | 6 | 6 | 6 |
| Separated/divorced/widowed | - | 2 | 1 | 3 |

## Family Structure

- A larger proportion of drop-outs, particularly female, are parents (both single and married), relative to graduates.

| **Would You Best Describe Yourself As ...** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | **DROP-OUTS** | | |
| | | Total | Male | Female |
| A single male | 45 | 40 | 76 | 2 |
| A single female | 45 | 25 | 1 | 50 |
| Part of a couple with children | 2 | 15 | 10 | 21 |
| Part of a couple without children | 8 | 11 | 9 | 13 |
| A single parent | 1 | 7 | 1 | 14 |

## Work Life

- Graduates are more likely to be working full-or part-time than drop-outs. Drop outs are considerably more likely to be unemployed and, among females, choosing to stay out of the labour force.

| Are You Presently ... | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP-OUTS | | |
| | | Total | Male | Female |
| Working full-time | 60 | 52 | 70 | 34 |
| Unemployed | 1 | 20 | 15 | 24 |
| Working part-time | 30 | 16 | 10 | 22 |
| Not in labour force by choice | 1 | 8 | 2 | 15 |
| Going to school | 7 | 4 | 2 | 5 |

Occupation

- Relative to graduates, a higher percentage of drop-outs are employed in skilled and unskilled labour.

| **What Is Your Occupation?** *(Ranked By Drop-Out Total)* | % of Respondents who are working full or part-time | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP–OUTS | | |
| | | Total | Male | Female |
| Unskilled service/labour | 25 | 34 | 37 | 30 |
| Skilled service/labour | 8 | 19 | 26 | 10 |
| Clerical/office work | 32 | 17 | 8 | 32 |
| Paraprofessional/technical | 15 | 5 | 4 | 5 |
| Artistic/literary/sports | 4 | 4 | 5 | 2 |
| Sales/Agency Sales | 4 | 3 | 3 | 2 |
| Executive/Administrative | 2 | 2 | 2 | 3 |
| Owners/self-employed | 1 | 2 | 3 | - |
| Professional | 4 | 1 | - | 3 |
| Farmers | - | 1 | 1 | - |

Job History

- In general, drop-outs have remained at their present job for a longer period of time than graduates, likely indicative of the length of time they have been out of school.

| **How Long Have You Been Doing This Job?** | % of Respondents who are working full- or part-time | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP-OUTS | | |
| | | Total | Male | Female |
| Less than six months | 53 | 39 | 35 | 44 |
| Six months to one year | 14 | 18 | 18 | 17 |
| One to two years | 25 | 23 | 25 | 19 |
| Two to five years | 9 | 15 | 15 | 14 |
| More than five years | - | 5 | 6 | 4 |
| (Indexed Average) | (.9) | (.4) | (1.5) | (1.2) |

## Wages

- A greater proportion of drop-outs, especially females are paid the minimum wage or less, relative to graduates.

| Is Your Present, Or Was Your Last Salary Or Wage ... | % of Respondents who are working full- or part-time | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP-OUTS | | |
| | | Total | Male | Female |
| Greater than minimum wage | 83 | 72 | 81 | 61 |
| The same as minimum wage | 11 | 16 | 12 | 22 |
| Less than minimum wage | 4 | 7 | 3 | 12 |

## Hourly Wage

- The average hourly wage for drop-outs is $8.79 and is higher for males than females ($9.63 for males and $7.46 for females).

- While graduates average less ($8.40), they also have been in the work force (and at their present job) for a shorter period of time.

- Drop-outs living in Toronto at $10.20 per hour earn higher hourly wages than those in other areas.

## Personal Income

- The average annual personal income before taxes of drop-outs is $13,580. Males average $16,340 and females $10,580.

- Higher personal incomes are found in Toronto ($17,820).

- The average personal income of graduates is $11,290.

## Household Income

- The average household income of drop-outs is $26,333 and graduates $35,590 (the discrepancy is likely due to the proportion of graduates living at home with their parents).

- Male household incomes average $27,910 for drop-outs and females,$24,570.

- Household incomes are higher in the southern region ($31,400), particularly Toronto ($32,560). Drop-outs from the northern region have the lowest regional household income ($19,200).

- Francophones earn less overall than Anglophones ($20,460 versus $26,620, respectively).

## Unemployment History

- As already stated, one in five drop-outs is presently unemployed. Of those drop-outs presently unemployed most (68%) have been unemployed for less than six months, 15% for six months to a year and 16% for more than one year. Twenty-two per cent of females unemployed have been so for more than a year.

- Among the total sample, drop-outs are much more likely than graduates to have ever been unemployed. (They have generally also been in the labour force longer.)

| Have You Ever Been Unemployed? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP–OUTS | | |
| | | Total | Male | Female |
| Yes | 19 | 56 | 56 | 55 |
| No | 60 | 30 | 33 | 26 |
| Did not state | 22 | 15 | 11 | 19 |

- Those more inclined to say they have been unemployed are:

  * Anglophones (60%)
  * in the southern region other than Toronto (61%).

- Overall, drop-outs have averaged 2.3 periods of unemployment since leaving school. The incidence increases from advanced level through general and basic, and is higher among those that left before Grade 11 (2.6) than after (2.1).

- Calculated on an indexed basis, periods of unemployment have lasted on the average just under five months. Female averages are slightly higher (almost six months).

## Welfare History

- One in four drop-outs is presently or has been on welfare.

| Have You Ever Been On Welfare Or Social Assistance? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP-OUTS | | |
| | | Total | Male | Female |
| Yes, I have been on welfare | 7 | 20 | 18 | 21 |
| Yes, I am presently on welfare | - | 7 | 3 | 11 |
| No | 93 | 73 | 78 | 67 |
| Base: | (103) | (843) | (428) | (415) |

- Thirty-two per cent of drop-outs from basic programs have been on welfare, as opposed to 13% of those from advanced level.

- Among Francophones 25% have been and 12% are presently on welfare.

- One in four (27%) urban drop-outs are presently or have been on welfare, compared with 20% of urban.

- The area with the greatest proportion of those presently or previously on welfare is the west (with 8% and 32%, respectively). In the north, 24% have been and 11% presently are on welfare.

- Calculated on an indexed basis, those on welfare presently have been so for just under a year on the average.

## ETHNIC/LANGUAGE DATA

### Country Of Origin

- Ninety-two per cent of drop-outs were born in Canada, 83% of graduates.

- A higher proportion of drop-outs born in Canada are:
  - from the general levels (94%)
  - have parents with no college (94% versus 87% of those whose parents have some college or university)
  - Francophone (97%)
  - from rural (99%) areas
  - from eastern and northern regions (98% and 97%, respectively).

- In Toronto, one in five drop-outs was not born in Canada.

### Place Of Parents' Origin

- The data indicate that graduates are slightly more likely than drop-outs to have parents born in Canada.

| Were Either Of Your Parents Born In Canada? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP–OUTS | | |
| | | Total | Male | Female |
| Yes | 62 | 80 | 76 | 84 |
| No | 38 | 20 | 24 | 15 |

## Language

- First languages of drop-outs other than French and English, which make up 13% and 78% of the sample, respectively,include:
  - * Italian (4%)
  - * German (4%), and
  - * other languages (4%).

## Religion

- The breakdown of religious affiliations among drop-outs is:
  - * Catholics (42%)
  - * Protestant (33%)
  - * Jewish (3%)
  - * Seventh Day Adventist (2%)
  - * None (14%)
  - * other (5%).

## Ethnic Affiliation

- In the total sample of drop-outs, respondents identify themselves as:
  - * English (31%. In addition, 6% are Scottish and 5% Irish)
  - * French (18%)
  - * Italian (6%)
  - * German (4%)
  - * Jewish (3%)
  - * Dutch (2%)
  - * North American Indian (2%)
  - * Polish (1%)
  - * Spanish (1%)
  - * Ukrainian (1%)
  - * Yugoslav (1%)
  - * other (17%).

- The "other" group is made up primarily of those who identify themselves as "Canadians and nothing else". Other groups represented in very small numbers include Portuguese, West Indians, and Scandinavians.

## PERSPECTIVES ON THE DROP-OUT'S FAMILY BACKGROUND

### Family Make-Up

- Drop-outs are less likely than graduates to have both parents in their immediate family. They are more likely to say their immediate family includes a mother only, and includes step-parents.

| Your Immediate Family Is Made Up Of... | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Both parents | 74 | 62 | 63 | 61 |
| Single parent - Female | 23 | 29 | 27 | 30 |
| Single parent -Male | 11 | 11 | 12 | 10 |
| Natural mother and step-father | - | 4 | 4 | 4 |
| Natural father and step-mother | - | 2 | 2 | 2 |
| Brothers/step-brothers | 56 | 45 | 43 | 48 |
| Sisters/step-sisters | 44 | 44 | 46 | 43 |
| Both brothers / step-brothers and sisters / step-sisters | 8 | 13 | 11 | 15 |
| Raised in foster home | - | 1 | 1 | 1 |
| Other | 4 | 5 | 5 | 4 |

Size Of Drop-Out's Family

- Drop-outs are much more likely to come from families with three or more children. Almost half (47%) the drop-outs surveyed report having at least three siblings as opposed to graduates where only one quarter (27%) report having three or more siblings.

| **How Many Sisters, Step-Sisters, Brothers, Or Step-Brothers Do You Have In Total?** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| None | 3 | 5 | 5 | 5 |
| One | 38 | 25 | 26 | 24 |
| Two | 33 | 24 | 23 | 26 |
| Three | 12 | 16 | 18 | 14 |
| Four | 7 | 11 | 11 | 11 |
| Five | 4 | 7 | 5 | 8 |
| Six | - | 5 | 6 | 4 |
| More than six | 4 | 8 | 7 | 8 |
| *(Average)* | *(2.1)* | *(2.8)* | *(2.8)* | *(2.8)* |

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The Drop-out's Position In The Family Hierarchy

- Drop-outs are less likely to be the eldest member of their families. They are more likely to report being the youngest or near the youngest.

| **What Was Your Position Amongst Your Siblings?** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROPOUTS | | |
| | | Total | Male | Female |
| Youngest | 33 | 36 | 34 | 37 |
| Oldest | 38 | 28 | 27 | 28 |
| Middle | 20 | 15 | 17 | 14 |
| Near the youngest | 5 | 12 | 14 | 10 |
| Near the oldest | 2 | 8 | 7 | 9 |

## PERSPECTIVES ON FAMILY INFLUENCE RELATIVE TO DROPPING OUT

### Family's Educational Background

- Not surprisingly, drop-outs are less likely than graduates to have a parent, either mother or father, who completed college or university. The likelihood of having a sibling who completed college or university is also lower for the drop-out.

- This could emphasize the role of the student's home life in providing him/her with a real-life example of the relevance of the curriculum.

- Drop-outs from northern Ontario are less likely to have parents who have attended university or college (4% of mothers, 2% of fathers).

| What Was The Highest Level Of Education Obtained By Various Members Of Your Family? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Mother/Step-mother | | | | |
| Elementary | 10 | 6 | 7 | 6 |
| Grade 8 | 5 | 14 | 13 | 15 |
| Some high school | 24 | 32 | 30 | 33 |
| Completed high school | 31 | 24 | 24 | 23 |
| Some college or university | 5 | 6 | 6 | 6 |
| Completed college or university | 19 | 7 | 8 | 7 |
| Still in school | - | - | - | - |
| Does not apply | 2 | 4 | 5 | 4 |
| No opinion | 4 | 7 | 8 | 7 |
| Father/Step-father | | | | |
| Elementary | 13 | 12 | 12 | 11 |
| Grade 8 | 8 | 14 | 12 | 16 |
| Some high school | 15 | 22 | 23 | 20 |
| Completed high school | 27 | 17 | 17 | 17 |
| Some college or university | 7 | 5 | 4 | 5 |
| Completed college or university | 19 | 7 | 7 | 7 |
| Still in school | - | - | - | - |
| Does not apply | 3 | 9 | 10 | 7 |
| No opinion | 9 | 17 | 15 | 18 |
| Brother/Step-brother One | | | | |
| Elementary | 5 | 3 | 3 | 4 |
| Grade 8 | - | 2 | 2 | 3 |
| Some high school | 14 | 24 | 25 | 24 |
| Completed high school | 17 | 23 | 23 | 22 |
| Some college or university | 15 | 5 | 5 | 4 |
| Completed college or university | 12 | 6 | 7 | 5 |
| Still in school | 7 | 6 | 4 | 7 |
| Does not apply | 9 | 9 | 10 | 8 |
| No opinion | 23 | 22 | 22 | 22 |

| **What Was The Highest Level Of Education Obtained By Various Members Of Your Family? (cont'd)** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROPOUTS | | |
| | | Total | Male | Female |
| Brother/Step-brother Two | | | | |
| Elementary | 1 | 2 | 3 | 2 |
| Grade 8 | - | 3 | 2 | 3 |
| Some high school | 11 | 16 | 16 | 15 |
| Completed high school | 7 | 10 | 10 | 10 |
| Some college or university | 3 | 2 | 2 | 2 |
| Completed college or university | 3 | 2 | 2 | 1 |
| Still in school | 5 | 4 | 3 | 4 |
| Does not apply | 14 | 17 | 19 | 16 |
| No opinion | 57 | 46 | 45 | 47 |
| Sister/Step-sister One | | | | |
| Elementary | 5 | 3 | 3 | 3 |
| Grade 8 | 3 | 2 | 2 | 3 |
| Some high school | 13 | 23 | 23 | 23 |
| Completed high school | 20 | 20 | 20 | 20 |
| Some college or university | 11 | 7 | 7 | 7 |
| Completed college or university | 6 | 6 | 7 | 5 |
| Still in school | 6 | 6 | 7 | 6 |
| Does not apply | 7 | 9 | 9 | 8 |
| No opinion | 30 | 24 | 23 | 25 |
| Sister/Step-sister Two | | | | |
| Elementary | - | 1 | 1 | 1 |
| Grade 8 | 2 | 1 | 1 | 1 |
| Some high school | 4 | 11 | 10 | 11 |
| Completed high school | 13 | 10 | 9 | 11 |
| Some college or university | 3 | 2 | 1 | 3 |
| Completed college or university | 1 | 3 | 4 | 3 |
| Still in school | 3 | 4 | 4 | 5 |
| Does not apply | 13 | 18 | 19 | 17 |
| No opinion | 62 | 50 | 51 | 48 |

Topics Discussed In Family Environment

- Graduates are much more likely to have discussed working or careers, and school work with their families than drop outs. Three in five graduates report these discussions to have occurred often in their homes while only 36% to 46% percent of drop outs report this to have been the case in their families.

| **When You Were Growing Up, How Often Did You Discuss ——?** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | **DROPOUTS** | | |
| | | Total | Male | Female |
| School Work | | | | |
| Often | 59 | 46 | 40 | 52 |
| Sometimes | 20 | 24 | 26 | 21 |
| Seldom | 17 | 16 | 18 | 14 |
| Never | 3 | 13 | 15 | 11 |
| Working Or Careers | | | | |
| Often | 62 | 36 | 33 | 39 |
| Sometimes | 30 | 31 | 33 | 28 |
| Seldom | 6 | 18 | 17 | 20 |
| Never | 1 | 13 | 15 | 12 |
| Goals In Life | | | | |
| Often | 48 | 34 | 32 | 378 |
| Sometimes | 31 | 31 | 31 | 30 |
| Seldom | 16 | 18 | 18 | 17 |
| Never | 5 | 16 | 18 | 14 |
| Hobbies | | | | |
| Often | 37 | 30 | 31 | 28 |
| Sometimes | 28 | 28 | 26 | 30 |
| Seldom | 25 | 22 | 24 | 21 |
| Never | 9 | 19 | 19 | 20 |

- Even life goals and hobbies are reported to have been discussed much more frequently in graduates' homes than in drop-outs' homes. Clearly there may be more interest shown in a graduating student's interests, goals, and day-to-day activities than in a drop-out's.

- Drop-outs who rank themselves as good to excellent students report that discussions on work and careers or school work occurred often in their homes (49% report discussing school work often, 41% report discussing working and careers often).

- Drop-outs who report to have often discussed careers at home include:

  * drop-outs with incomes over $20,000
  * drop-outs enrolled in advanced programs, and
  * drop-outs with parents who have some college or university education.

- Drop-outs who report to have talked often about school work at home include:

  * those who rank the school system as excellent to good, and
  * those living in Toronto.

## GOALS, ASPIRATIONS, AND VALUE ORIENTATIONS

- In general, drop-outs, and graduates report similar attitudes to a variety of life aspirations and goals. Drop-outs are as likely as graduates to say that ...

  - getting married
  - owning a home
  - having good friendships
  - being an individual
  - being outstanding in your work

  are somewhat to very important.

- Graduates however place more emphasis on:

  - having an interesting job
  - partying and having fun
  - being well educated.

  While drop outs are much more likely to feel that ...

  - earning lots of money
  - having children

  are important. This may be reflective of drop-outs' more settled, less single stage of life and graduates' younger "single" attitudes. However, the lesser importance of education to drop-outs may be of concern given their desire to raise a family and their own family history of lesser education.

- Advanced level drop-outs place less importance on earning lots of money (Index of 79). Similarly, drop-outs of parents with no college or university education tend to value money to a lesser extent (Index of 76).

- Advanced level drop-outs tend to place a higher value on being well educated (Index of 80).

| **How Important Is Each Of The Following Goals And Aspirations In Your Life?** *(Ranked By Drop-Out Total)* | **% of Respondents** | | | |
|---|---|---|---|---|
| | **Graduates** | **DROP–OUTS** | | |
| | | **Total** | **Male** | **Female** |
| Having Good Friendships | | | | |
| Very important | 89 | 87 | 86 | 87 |
| Somewhat important | 10 | 11 | 11 | 11 |
| Not very important | 1 | 2 | 2 | 2 |
| Not important at all | - | - | - | - |
| *(Index of importance)* | *(96)* | *(95)* | *(95)* | *(95)* |
| Having An Interesting Job | | | | |
| Very important | 85 | 79 | 81 | 76 |
| Somewhat important | 13 | 17 | 15 | 19 |
| Not very important | 1 | 4 | 4 | 4 |
| Not important at all | 1 | 1 | - | 1 |
| *(Index of importance)* | *(94)* | *(91)* | *(92)* | *(90)* |
| Being An Individual | | | | |
| Very important | 77 | 76 | 73 | 78 |
| Somewhat important | 22 | 19 | 20 | 19 |
| Not very important | 1 | 4 | 5 | 3 |
| Not important at all | - | 1 | 2 | 1 |
| *(Index of importance)* | *(92)* | *(90)* | *(88)* | *(91)* |
| Being Outstanding In Your Work | | | | |
| Very important | 71 | 69 | 72 | 66 |
| Somewhat important | 24 | 27 | 24 | 30 |
| Not very important | 5 | 3 | 4 | 3 |
| Not important at all | - | 1 | - | 1 |
| *(Index of importance)* | *(89)* | *(88)* | *(89)* | *(87)* |
| Owning A Home | | | | |
| Very important | 67 | 68 | 69 | 67 |
| Somewhat important | 23 | 22 | 18 | 26 |
| Not very important | 8 | 8 | 11 | 6 |
| Not important at all | 2 | 2 | 2 | 1 |
| *(Index of importance)* | *(85)* | *(85)* | *(85)* | *(86)* |
| Earning Lots Of Money | | | | |
| Very important | 52 | 63 | 69 | 56 |
| Somewhat important | 37 | 27 | 21 | 34 |
| Not very important | 12 | 9 | 9 | 9 |
| Not important at all | - | 2 | 1 | 2 |
| *(Index of importance)* | *(80)* | *(83)* | *(86)* | *(91)* |

| How Important Is Each Of The Following Goals And Aspirations In Your Life? (cont'd) | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Getting Married/Having A Happy Marriage | | | | |
| Very important | 66 | 68 | 65 | 72 |
| Somewhat important | 23 | 15 | 15 | 14 |
| Not very important | 8 | 13 | 14 | 11 |
| Not important at all | 3 | 4 | 5 | 3 |
| *(Index of importance)* | *(84)* | *(82)* | *(80)* | *(85)* |
| Having Children Or Raising A Family | | | | |
| Very important | 40 | 58 | 50 | 65 |
| Somewhat important | 45 | 25 | 29 | 21 |
| Not very important | 9 | 11 | 14 | 9 |
| Not important at all | 5 | 6 | 7 | 5 |
| *(Index of importance)* | *(74)* | *(78)* | *(74)* | *(82)* |
| Being Well Educated | | | | |
| Very important | 71 | 46 | 42 | 50 |
| Somewhat important | 28 | 38 | 39 | 36 |
| Not very important | 1 | 12 | 13 | 12 |
| Not important at all | - | 3 | 5 | 2 |
| *(Index of importance)* | *(90)* | *(76)* | *(73)* | *(78)* |
| Partying And Having Fun | | | | |
| Very important | 46 | 30 | 37 | 23 |
| Somewhat important | 41 | 40 | 40 | 40 |
| Not very important | 12 | 23 | 19 | 27 |
| Not important at all | 2 | 8 | 4 | 11 |
| *(Index of importance)* | *(77)* | *(64)* | *(70)* | *(58)* |

## Level Of Satisfaction With Current Lifestyle

- Clearly, graduates are generally more satisfied than drop-outs with the various aspects of their lives listed in the table below. Specifically, drop-outs are particularly less satisfied with their level of education, which may be reflective of regret in their decision to drop out. Female drop-outs tend to display greater dissatisfaction with their level of education and work life than male drop-outs.

| How Satisfied Are You With Various Aspects Of Your Life? | Index of Satisfaction (Maximum = 100) | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP–OUTS | | |
| | | Total | Male | Female |
| Life in general | 82 | 75 | 73 | 76 |
| The way you spend your leisure time | 74 | 71 | 74 | 68 |
| Your work life | 67 | 59 | 63 | 54 |
| Opportunities to travel and do interesting things | 61 | 55 | 57 | 53 |
| Your level of education | 74 | 46 | 52 | 39 |

- Not surprisingly, drop-outs who are earning $20,000 or more and those who ranked themselves as good to excellent students tend to be more satisfied with their level of education (Indices of satisfaction of 57 and 51, respectively).

- Torontonian drop-outs are generally more satisfied with their work life (Index of 68).

- High income earners tend to be more satisfied with life in general (Index of 78).

## The Work Ethic

- Graduates and drop-outs both were asked to rate how well each of several characteristics described themselves.

- Graduates and drop-outs tend to describe themselves similarly on virtually all factors listed below.

- Drop-outs are slightly less likely to describe themselves as:

    * well organized
    * a leader
    * punctual,

  while they are somewhat more likely to say they are mechanically inclined.

- In particular they are most likely to say they are:

    * responsible
    * curious
    * ambitious
    * hard-working
    * individualistic
    * self-confident, and
    * knowledgeable.

- Male drop-outs view themselves, however, as more knowledgeable, self-confident, mechanically inclined, and leadership-oriented than their female counterparts.

| How Well Does Each Of These Describe You? *(Ranked By Drop-Out Total)* | Index of Self Description (Maximum = 100) | | | |
|---|---|---|---|---|
| | Graduates *(Total)* | DROP–OUTS | | |
| | | Total | Male | Female |
| Responsible or reliable | 86 | 85 | 84 | 86 |
| Curious | 83 | 83 | 82 | 84 |
| Hard-working | 80 | 81 | 83 | 79 |
| Ambitious | 80 | 80 | 81 | 79 |
| Punctual | 79 | 75 | 73 | 76 |
| Individualistic | 76 | 74 | 75 | 72 |
| Self-confident | 76 | 73 | 78 | 69 |
| Knowledgeable | 75 | 72 | 74 | 69 |
| Well-organized | 73 | 67 | 66 | 69 |
| A leader | 70 | 66 | 69 | 62 |
| Mechanically inclined | 55 | 59 | 70 | 48 |
| Shy | 57 | 56 | 55 | 56 |

- Drop-outs who describe themselves as good to excellent students also rate themselves highest consistently on all criteria listed above.

- High income drop-outs tend to rate themselves highly for:

  - hard-working
  - knowledgeable
  - self-confident
  - mechanically inclined.

- Advanced program drop-outs consider themselves to be knowledgeable.

## Description By Teachers, Parents, And Employees

- In a similar way, parents, teachers, and employers were also asked to describe drop-outs, by rating how well each characteristic described the drop-out(s) they know.

- Collected data indicates that drop-outs' perceptions of themselves are far better than others' perceptions of them.

- That is, drop outs are much more likely than any other group, including their parents to say they are:

  * well organized
  * hard-working
  * ambitious
  * responsible
  * a leader
  * curious
  * punctual
  * self-confident.

- Drop-outs' parents are as likely as drop-outs themselves to say they are:

  * knowledgeable
  * mechanically inclined
  * individualistic.

- Even employers fail to see drop-outs in the same light as drop-outs see themselves. Employers' perceptions of drop-outs agree with drop-outs themselves in these areas:

  * shy
  * mechanically inclined.

- Teachers are clearly the least impressed with drop-outs according to the following table. For almost every factor listed, teachers' ratings of drop-outs are consistently lower than those provided by either parents or employers of drop-outs. Only in the area of shyness, do teachers' feelings come close to the perceptions of others.

- This may support the drop-out's claim that teachers "label" students. As a result, the drop-out faces an uphill battle not only to overcome his or her academic difficulties, but to dispel his or her stereotypical label.

| **Characteristics Of Drop-Outs** | Index Of Description (Maximum = 100) | | | |
|---|---|---|---|---|
| | Drop-Outs *(self-description)* | Parents | Teachers | Employers |
| Responsible or reliable | 85 | 67 | 33 | 62 |
| Curious | 83 | 78 | 37 | 62 |
| Hard-working | 81 | 69 | 28 | 68 |
| Ambitious | 80 | 69 | 31 | 55 |
| Punctual | 75 | 60 | 31 | 62 |
| Individualistic | 74 | 73 | 47 | 60 |
| Self-confident | 73 | 67 | 30 | 57 |
| Knowledgeable | 72 | 73 | 37 | 58 |
| Well organized | 67 | 53 | 22 | 53 |
| A leader | 66 | 57 | 33 | 48 |
| Mechanically inclined | 59 | 62 | 49 | 61 |
| Shy | 56 | 49 | 48 | 53 |

## Description Of Drop-Outs By Employers

- Employers of drop-outs were asked to compare their drop-out employees to their graduate employees for various skills and attributes. The findings are tabled on the following page.

- For virtually all skills and attributes, employers either perceive drop outs to be the same or worse than their graduate counterparts.

- More than four in ten feel that drop-outs are worse overall than their graduate counterparts for:

    * their skills at problem solving (51%)
    * their ability to make decisions (47%)
    * their degree of self-discipline (44%)
    * their generalized knowledge (43%).

  While even on balance the drop-outs fare worse than the graduates in these areas:

    * their sense of commitment to their work (35% saying worse versus 19% saying better)

    * their ability to work with others (21% saying worse versus 10% saying better).

- That is, few employers perceive drop-outs to have any advantage over graduates, and in fact, have many strikes against them as a group.

| **Would You Say That The Students That Dropped Out Are Better, Worse, Or The Same Overall As Graduates In Terms Of....** *("Worse" is highlighted)* | % Employers |
|---|---|
| Their Skills At Problem Solving | |
| Better | 8 |
| **Worse** | **51** |
| About the same | 38 |
| Their Ability To Make Decisions | |
| Better | 5 |
| **Worse** | **47** |
| About the same | 47 |
| Their Generalized Knowledge | |
| Better | 4 |
| **Worse** | **43** |
| About the same | 53 |
| Their Degree Of Self-Discipline | |
| Better | 11 |
| **Worse** | **44** |
| About the same | 43 |
| Their Sense Of Commitment To Their Work | |
| Better | 19 |
| **Worse** | **35** |
| About the same | 46 |
| Their Ability To Work With Others | |
| Better | 10 |
| **Worse** | **21** |
| About the same | 68 |

- In a similar measure, only in the area of individuality are drop-outs perceived in a similar light as graduates by employers. In particular drop-outs are much less likely to be perceived as:

  * self-confident
  * motivated
  * creative
  * ambitious
  * dependable
  * courteous.

| **Are Dropouts More, Less,Or The Same As Graduates In Terms Of . . .** *("Less" is highlighted)* | % of Employers |
|---|---|
| Self-confident | |
| More | 6 |
| **Less** | **56** |
| The same | 37 |
| Motivated | |
| More | 15 |
| **Less** | **44** |
| The same | 40 |
| Creative | |
| More | 10 |
| **Less** | **37** |
| The same | 53 |
| Ambitious | |
| More | 19 |
| **Less** | **45** |
| The same | 34 |
| Dependable | |
| More | 19 |
| **Less** | **38** |
| The same | 43 |
| Courteous | |
| More | 6 |
| **Less** | **23** |
| The same | 68 |
| Individualistic | |
| More | 22 |
| **Less** | **23** |
| The same | 52 |

# SECTION TWO

# THE DROP-OUT AND THE SCHOOL SYSTEM

## PERSPECTIVES ON THE SCHOOL SYSTEM

### Overall View Of The School System

- Asked if they felt the school system in Ontario was doing an excellent, good, fair or poor job, drop-outs and graduates rate the school system's performance similarly in general.

- However, drop-outs have a marginally greater propensity to rate the system as poor, while graduates are slightly more inclined to rate it as good.

| Would You Say Overall That Schools In Ontario Are Doing ... | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| An excellent job | 5 | 4 | 5 | 4 |
| A good job | 45 | 39 | 36 | 41 |
| A fair job | 44 | 43 | 42 | 44 |
| A poor job | 7 | 14 | 16 | 11 |

- Drop-outs who rank themselves as fair to poor students are more inclined to give the school system a poor rating (61% rate the school system as fair or poor) than drop-outs who consider themselves to have been good to excellent students (50% rate the system fair or poor).

- Metro Toronto students are also more likely to have a negative impression of the school system (64% rate the school system as fair or poor).

## Personal Assessment Of School Experience

- Students were asked whether they felt the time they spent in school was excellent, good, fair, or poor.

- Not surprisingly, three in four (76%) graduates feel that the time they spent in high school was good or excellent, compared to less than half of drop-outs who feel the same way.

| Overall Was The Time You Spent In High School Excellent, Good, Fair, Or Poor? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| Excellent | 18 | 6 | 9 | 3 |
| Good | 58 | 37 | 34 | 40 |
| Fair | 21 | 35 | 34 | 35 |
| Poor | 3 | 22 | 23 | 21 |

- Drop-outs who tend to look back on the time they spent in school negatively are:
  - * those who left school prior to or during Grade 10 (68% view their time spent in high school as fair or poor) as opposed to those who left following Grade 10 (49%)
  - * those who view themselves as fair to poor students (65%) as opposed to those who rank themselves as good to excellent students (44%)
  - * and, not surprisingly, those who rank the school system as fair to poor (70%) as opposed to those who view the school system as good to excellent (38%).

- Those who view the time they spent in school more positively are drop-outs who were enrolled in the advanced program (51% rate their time in school as good or excellent) as opposed to those in general and basic programmes (40% and 42%, respectively).

## Factors Related To A Positive View Of Time Spent In School

- Among those respondents who reported that the time they spent in high school was good or excellent, the dominant reason used to explain this for both graduates and drop-outs was that their social lives were good and they had fun. This reason, although prevalent for both drop-outs and graduates, is less pronounced among drop-outs.

- Similarly, a large proportion from both categories also credit teachers as their reason for having such a positive view of their high school years, however, once again, the feeling is less pronounced among drop-outs.

| **Reasons** (Selected) *(Ranked By Drop-Out Total)* | % of Respondents who state that time spent at secondary school was excellent or good | | | |
|---|---|---|---|---|
| | Graduates (Total) | **DROP-OUTS** | | |
| | | Total | Male | Female |
| Good social life/ had fun/ partying/goofing around/ meeting people | 46 | 35 | 41 | 30 |
| Teachers good (any mention) | 40 | 31 | 28 | 34 |
| System overall is good/ excellent | 15 | 21 | 17 | 24 |
| Liked/ enjoyed school | 15 | 13 | 10 | 17 |
| Courses (any mention)/not interesting/ not enough courses like auto mechanics, shop, etc. Not enough choice of subjects | 5 | 9 | 8 | 10 |
| Prepared you for work/didn't prepare you for work / teach useless things/ irrelevant / learn more out of school than in / prepared you for real world | 10 | 8 | 9 | 7 |
| Was a good student | 10 | 7 | 8 | 7 |
| Teachers were bad/ didn't care | 9 | 7 | 7 | 7 |

| **Reasons**<br>(Selected)<br>*(Ranked By Drop-Out Total)*<br>**(cont'd)** | % of Respondents who state that time spent at secondary school was excellent or good | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Easy to skip classes/ get by without working / not enough discipline | 3 | 4 | 3 | 4 |
| Extra-curricular sports, theatre, music | 10 | 4 | 6 | 3 |
| Teaching methods / only one way of teaching / too much repetition/ teachers didn't explain things | - | 3 | 2 | 4 |

## Factors Related To A Negative View Of The Time Spent In School

- Among those who view their high school years less favourably, drop-outs are more inclined than graduates to suggest that teachers were responsible for their lesser view of their high school years.

| **Reasons** (selected) *(Ranked By Drop-Out Total)* | % of Respondents who state that time spent at secondary school was fair or poor | | | |
|---|---|---|---|---|
| | **Graduates** *(Total)* | **DROP-OUTS** | | |
| | | Total | Male | Female |
| Teachers bad/ didn't care/ only cared about money / killing time / conflict with teachers/ principal bad | 12 | 27 | 24 | 30 |
| Like/hated school/Just don't like school/ no interest | 16 | 18 | 18 | 18 |
| Courses or subjects (any mention)/not interesting/ not enough courses like auto mechanics, shop,etc. / not enough choice of subjects | 8 | 14 | 15 | 12 |
| Social life was good/ bad/ had fun/ partying/goofing around/ meeting people | 16 | 12 | 11 | 14 |
| Prepared you for work/didn't prepare you for work / teach useless things/ irrelevant / learn more out of school than in | 24 | 10 | 11 | 9 |
| System in general/ overall excellent, good, fair, poor | 8 | 8 | 9 | 8 |

| **Reasons**<br>(selected)<br>*(Ranked By Drop-Out Total)*<br>**(cont'd)** | % of Respondents who state that time spent at secondary school was fair or poor | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Easy to skip classes/ get by without working / not enough discipline | 4 | 8 | 8 | 7 |
| Teaching methods / only one way of teaching / too much repetition/ teachers didn't explain things | 12 | 7 | 8 | 6 |
| Waste of time/preferred to work | - | 5 | 6 | 3 |
| Good / weak student | 8 | 5 | 3 | 7 |
| Class size too big/ too small/ not enough individual attention | 8 | 4 | 3 | 5 |
| School only suited to certain kinds of students/teachers played favourites | - | 4 | 3 | 6 |
| Too much discipline/too many rules/treated like a child | - | 3 | 4 | 2 |

## Areas Of Satisfaction And Dissatisfaction With The School System

- Drop-outs and graduates were asked a series of questions about their level of satisfaction with various aspects of the school system.

- Overall, both graduates and drop-outs do not express high levels of satisfaction with many aspects of the school system, on the average ranking most elements in the fifties and sixties on a 100-point scale. For both graduates and drop-outs, non-methodological or non-teaching areas such as social life (relationships with other students), the semester system, the credit system, and the division of programs into program levels elicit the highest levels of satisfaction. Curriculum and teacher related areas elicit particularly low levels of student satisfaction.

- Areas of particular dissatisfaction for drop-outs are:

  * Opportunities to work and study at the same time (Index of satisfaction of 51 on a 100-point scale)

  * The opportunity to learn about a job or career (Index of 49)

  * The degree to which teachers were interested in each student (Index of 44)

  * Opportunities to learn about the real world (Index of 43).

- In all areas, with the exception of the availability of guidance counseling, however, graduates are more satisfied than drop-outs with various aspects of schooling. Drop outs express particular dissatisfaction relative to graduates, in the following areas:

  * The degree to which teachers were interested in each student (Net Difference +14)

  * The availability of extra help from teachers (Net Difference +12)

  * Opportunities to present your own viewpoint (Net Difference +12)

  * The credit system (Net Difference +11)

  * The semester system (Net Difference +11)

  * The number of compulsory courses or courses you had to take (Net Difference +10)

  * The opportunity to "be yourself" and develop as an individual (Net Difference +10).

| **How Satisfied Were You With . . .** *(Ranked By Drop-Out Total)* | **Index Of Satisfaction (Maximum = 100)** | | | |
|---|---|---|---|---|
| | **Graduates (Total)** | **DROP–OUTS** | | |
| | | **Total** | **Male** | **Female** |
| Your relationships with other students | 87 | 80 | 82 | 79 |
| The semester system | 82 | 71 | 69 | 73 |
| The division of programs into advanced, general,and basic levels | 78 | 71 | 68 | 75 |
| The types of subjects offered | 69 | 64 | 63 | 63 |
| The availability and quality of guidance counseling | 61 | 64 | 61 | 67 |
| The credit system | 72 | 61 | 60 | 62 |
| The length of each class in minutes | 64 | 61 | 61 | 62 |
| The quality of teachers | 65 | 60 | 58 | 61 |
| Class size | 64 | 60 | 59 | 60 |
| The number of compulsory courses or courses you had to take | 69 | 59 | 57 | 61 |
| The opportunity to "be yourself" and develop as an individual | 68 | 58 | 56 | 61 |
| The rules students must follow concerning student behaviour | 61 | 58 | 55 | 61 |
| Methods of testing and evaluating students | 59 | 56 | 63 | 60 |
| Opportunities to present your own viewpoint | 67 | 55 | 54 | 56 |

| **How Satisfied Were You With . . .**<br>*(Ranked By Drop-Out Total)* | **Index Of Satisfaction (Maximum = 100)** | | | |
|---|---|---|---|---|
| | **Graduates (Total)** | **DROP–OUTS** | | |
| | | **Total** | **Male** | **Female** |
| The availability of extra help from teachers | 66 | 54 | 56 | 53 |
| Opportunities to work and study at the same time | 59 | 51 | 49 | 53 |
| The opportunity to learn about a job or career | 56 | 49 | 48 | 50 |
| The degree to which teachers were interested in each student | 58 | 44 | 48 | 43 |
| Opportunities to learn about the real world | 50 | 43 | 40 | 46 |

- **Drop-outs who rank themselves as having been "excellent" or "good" students express higher levels of satisfaction in most areas than those who rank themselves as "fair" or "poor" students.**

## Parents' Perspectives On The School System

- In a similar way, parents of drop-outs were asked how satisfied they had been with many aspects of their child's experience in school.

- In general, there is not a wide variation in the levels of satisfaction expressed with the various elements measured. Parents tend to be more satisfied, however, with:

  * the types of subjects offered
  * the division of programs into advanced, general, and basic levels
  * the quality of teachers
  * the rules students must follow concerning student behaviour.

- Parents appear to be least satisfied with the following elements in their child's school experience:

  * the handling of drug and alcohol related problems
  * the level of discipline in the school
  * the availability and quality of guidance counseling
  * the degree to which teachers were interested in each student
  * methods of testing and evaluating students
  * the opportunity to learn about jobs or careers.

| Level Of Satisfaction With The Following While Your Child Was In School | Index of satisfaction (Maximum = 100) |
|---|---|
| The types of subjects offered | 68 |
| The division of programs into advanced, general and basic levels | 67 |
| The quality of teachers | 62 |
| The rules students must follow concerning student behaviour | 61 |
| The number of compulsory subjects a student had to take | 59 |
| The credit system | 57 |
| The availability of extra help from teachers | 57 |
| The opportunity for a student to "be himself/herself" and grow as an individual | 56 |
| The ability of teachers to present material in an interesting way | 55 |
| Class size | 54 |
| The opportunity to foster a student's sense of self-worth | 53 |
| The opportunity to have extra help from teachers when it was needed | 51 |
| Methods of testing and evaluating students | 50 |
| The opportunity to learn about jobs or careers | 50 |
| The degree to which teachers were interested in each student | 49 |
| The availability and quality of guidance counseling | 47 |
| The level of discipline of the school | 46 |
| The handling of drug and alcohol related problems | 45 |

## PERCEPTIONS REGARDING WHICH STUDENTS BENEFIT MOST FROM THE SCHOOL SYSTEM - DROP-OUTS AND GRADUATES

### Who Benefits Most

- **Drop-outs and graduates were asked what type of student benefits from the Ontario school system at present.**

- The single largest proportion of drop-outs (42%), more so than graduates, feel that students with top marks benefit most from the current school system.

- Clearly, both graduates and drop outs feel the system is least beneficial to slow learners.

| What Type Of Student Benefits Most From School? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Top marks | 29 | 42 | 40 | 44 |
| All students | 30 | 22 | 22 | 23 |
| Student in the middle range | 31 | 20 | 24 | 16 |
| Both top marks and slow learners | 9 | 10 | 10 | 10 |
| Slow learners | - | 3 | 1 | 4 |

- Those most inclined to suggest that students with top marks are the key beneficiaries in the school system are:

  * advanced level students (46% see students in the upper echelon benefiting most)
  * those who rank the system and themselves as fair to poor (51% and 48%, respectively).

Who Benefits Least

- Similarly, graduates and drop-outs alike were asked who the school system was least geared to help.

- Both drop-outs and graduates are equally convinced that the school system is geared least to the slow learner. Drop-outs also have a greater tendency to feel the system is lacking for the middle range student.

| **Who Is The School System Least Geared To Help ?** | **% of Respondents** | | | |
|---|---|---|---|---|
| | **Graduates (Total)** | **DROP-OUTS** | | |
| | | **Total** | **Male** | **Female** |
| Slow learners | 56 | 45 | 44 | 46 |
| Students in the middle range | 25 | 33 | 31 | 35 |
| Students with top marks | 7 | 10 | 12 | 9 |
| Both students with top marks and slow learners | 10 | 9 | 9 | 8 |

- Advanced level drop-outs are more inclined to believe the system is least geared to the middle range student (38%) than general or basic level drop-outs (33% and 26%, respectively).

- Advanced level students are also less likely to believe the system is least geared to the slow learner (42%) than general or basic level drop-outs (46% and 52%, respectively).

- Not surprisingly, a much larger proportion of drop-outs than graduates feel the system is not really designed for someone like themselves. Again, this could imply compensatory behaviour on the part of the drop-out trying to justify his or her decision to leave school.

| Would You Say The School System Is Geared To Help Someone Like You? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| Yes | 82 | 64 | 60 | 68 |
| No | 18 | 35 | 39 | 31 |
| No opinion | - | 1 | 1 | 1 |

- Larger proportions of the following groups believe the school system is not geared to help someone like them:
    * drop outs who left school following Grade 10 (67%) as opposed to those who left prior to Grade 10 (60%)
    * female (68%) as opposed to male drop-outs (60%)
    * Metro Toronto and northern Ontario drop-outs (69% and 71%, respectively)
- The largest proportion of drop-outs question the desire and commitment of teachers to their students.

| **Why Do You Say That The School System Is Not Geared To Help Someone Like You?** **(selected)** *(Ranked By Drop-Out Total)* | % of those who said school system is not geared to someone like themselves | | |
|---|---|---|---|
| | **DROP-OUTS** | | |
| | Total | Male | Female |
| Teachers didn't care/ didn't motivate selves to teach/ teachers didn't encourage me/ teachers didn't help when you didn't understand something | 29 | 27 | 33 |
| Don't learn enough about the real world/ prefer working/ working is better / like to work and not sit around studying/ prefer to learn on the job | 15 | 19 | 9 |
| Can't be an independent thinker/can't have own opinions/ I'm a non-conformist/out-of-ordinary/only ordinary kids benefit from school/ I'm rebellious | 12 | 14 | 9 |
| Pace too fast /hard to keep up/don't help slower learners / weaker students lose out / teachers impatient with weaker students | 12 | 10 | 14 |
| Pace too slow / too boring / not challenging enough | 11 | 12 | 9 |
| Don't like choice of courses/courses wrong | 9 | 9 | 8 |
| Teachers only help or like students at the top and bottom | 9 | 6 | 12 |

| Why Do You Say That The School System Is Not Geared To Help Someone Like You? (cont'd) | % of those who said school system is not geared to someone like themselves | | |
|---|---|---|---|
| | DROP–OUTS | | |
| | Total | Male | Female |
| Difficulty with academic subjects / only like shop, auto mechanics, etc / like to work with my hands / don't like academic subjects / parents didn't want me in vocational school/difficulty in academic program | 6 | 8 | 3 |
| Classes too large / not enough individual attention | 5 | 4 | 6 |

## TEACHERS

### Who Benefits Most

- A similar set of questions was asked of teachers about who benefits from the current school system.

- Teachers are in agreement with graduates and drop-outs suggesting that slow learners benefit least from school, however, they disagree with graduates' claim that the middle student is neglected. Teachers are more likely to feel middle range students benefit most, and tend to feel less that top marks students benefit most.

| What Type Of Student Benefits Most From School? | % of Teachers | Graduates | Drop-Outs |
|---|---|---|---|
| Students in the middle range | 38 | 31 | 20 |
| All students | 24 | 30 | 22 |
| Both top marks and slow learners | 16 | 9 | 10 |
| Top marks | 15 | 29 | 42 |
| Slow learners | 4 | - | 3 |
| Other | 2 | 1 | 3 |

## Who Benefits Least

- Interestingly, while graduates and drop-outs concede that slow learners are least likely to be helped by the current system, teachers are less focused in their response. They do consistently feel that top marks students have fewer opportunities in the current system.

| Who Is The School System Least Geared To Help? | % of Teachers | Graduates | Drop-Outs |
|---|---|---|---|
| Students in the middle range | 34 | 25 | 33 |
| Slow learners | 25 | 56 | 45 |
| Students with top marks | 23 | 7 | 10 |
| Both students with top marks and slow learners | 12 | 10 | 9 |

## Classroom Focus

- Over half of the teachers surveyed maintain that in their classroom they focus their attention on all students. And consistent with previous data, few say they focus on the brighter students, while considerably more focus on weaker students.

| In Your Classroom Would You Say You Focus On All Students ________ | % of Teachers |
|---|---|
| All students | 52 |
| Weaker students | 27 |
| Special students | 12 |
| Brighter students | 6 |

## PARENTS

### Who Benefits Most

- Parents tend to agree with drop-outs that the student who benefits most from the school system is the student with top marks.

| What Type Of Student Benefits Most From School? | % of Parents | Teachers | Graduates | Drop-Outs |
|---|---|---|---|---|
| Top marks | 38 | 15 | 29 | 42 |
| Students in the middle range | 29 | 38 | 31 | 20 |
| All students | 18 | 24 | 30 | 22 |
| Both top marks and slow learners | 8 | 16 | 9 | 10 |
| Slow learners | 3 | 4 | - | 3 |

### Who Benefits Least

- One in two parents of drop-outs perceive the school system to be least geared to help the slow learner, while one third maintain that the school system is least geared to help the middle range student. This is consistent with the perceptions of drop-outs and graduates themselves and lends support to the notion that the school system is viewed as performance-oriented in rewarding untroublesome and academically sound students with an enhanced education.

| And Who Is The School System Least Geared To Help? | % of Parents | Teachers | Graduates | Drop-Outs |
|---|---|---|---|---|
| Slow learners | 50 | 25 | 56 | 45 |
| Students in the middle range | 33 | 34 | 25 | 23 |
| Both students with top marks and slow learners, or | 10 | 12 | 10 | 9 |
| Students with top marks | 4 | 23 | 7 | 10 |

## PERCEPTIONS ABOUT SUBJECTS/COURSES

### Subjects Liked - Students

- On an open ended basis, drop-outs and graduates were asked what subjects they liked in high school. Overall, drop-outs and graduates appear to be as likely to like or dislike the same courses.

- The preferred subjects that are most frequently mentioned by drop outs include:

  * English (42%)
  * mathematics (40%)
  * physical education (29%)
  * science (26%)
  * history (25%)
  * art (22%)
  * geography (20%)
  * auto mechanics (17%).

- However, some differences are apparent, namely:

  * auto mechanics, which drop-outs are more likely to enjoy
  * and science and French, which graduates are more likely to enjoy.

- This is consistent with other data that categorizes drop-outs as concrete thinkers who prefer hands-on learning and whose skills are more complementary to auto mechanics. On the other hand, graduates are more abstract cognitively and better able to grasp and appreciate concepts and theories, skills better suited for scientific deduction.

- It should be noted that male drop-outs in particular have a preference for auto mechanics over their female counterparts.

| **When You Were At High School, What Subjects Did You Particularly Like?** *(Ranked By DropOut Total)* | **% of Respondents** | | | |
|---|---|---|---|---|
| | **Graduates (Total)** | **DROP–OUTS** | | |
| | | **Total** | **Male** | **Female** |
| English | **46** | **42** | 32 | 53 |
| Mathematics | **39** | **40** | 40 | 39 |
| Physical education | **28** | **29** | 34 | 23 |
| Science | **37** | **26** | 27 | 24 |
| History | **21** | **25** | 26 | 24 |
| Art | **18** | **22** | 21 | 23 |
| Geography | **20** | **20** | 21 | 20 |
| Auto mechanics | **8** | **17** | 29 | 4 |
| Family studies | **11** | **13** | 7 | 19 |
| Industrial arts | **8** | **11** | 17 | 5 |
| Music | **7** | **10** | 8 | 11 |
| French | **16** | **10** | 6 | 15 |
| Reading | **9** | **8** | 6 | 11 |
| Writing | **10** | **7** | 4 | 11 |
| Computer science | **10** | **6** | 7 | 5 |
| Grammar | **6** | **5** | 5 | 5 |
| None | - | **1** | 1 | 1 |
| Other | **45** | **33** | 30 | 36 |

## Subjects Excelled In

- The same trends are observed in performance that appeared in preferred subjects. That is, the subjects that drop-outs and graduates both mention liking best are also those that they do best in.

- Drop-outs and graduates report similarly on achievement in all subject areas with the exception of auto mechanics, industrial arts, and art, which drop-outs are more likely to excel in, and science and French, which graduates are more likely to excel in. Again, more evidence supporting conclusions classifying drop-outs as more hands-on learners and graduates as more abstract thinkers.

- It may be interesting to note that drop-outs in the Metro Toronto area are more likely to have excelled in English (52%). This is surprising in light of the large Metro population of non English-speaking immigrants.

| **When You Were At High School, What Subjects Did You Do Particularly Well In?** *(Ranked By Drop-Out Total)* | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP–OUTS | | |
| | | Total | Male | Female |
| English | 47 | 42 | 32 | 52 |
| Mathematics | 38 | 41 | 43 | 39 |
| Physical education | 25 | 25 | 30 | 20 |
| Science | 32 | 23 | 22 | 23 |
| Geography | 18 | 21 | 22 | 20 |
| History | 18 | 21 | 21 | 22 |
| Art | 12 | 18 | 17 | 19 |
| Auto mechanics | 8 | 15 | 27 | 3 |
| French | 18 | 11 | 7 | 15 |
| Family studies | 9 | 10 | 5 | 15 |
| Industrial arts | 5 | 10 | 14 | 5 |
| Music | 5 | 8 | 8 | 8 |
| Reading | 9 | 8 | 5 | 10 |
| Writing | 9 | 6 | 4 | 9 |
| Computer science | 8 | 5 | 7 | 4 |
| Grammar | 4 | 5 | 4 | 6 |
| None | 1 | 2 | 3 | 2 |
| Other | 37 | 27 | 25 | 30 |

Subjects Disliked

- Overall, graduates and drop-outs tend to exhibit similar dislikes toward the secondary school curriculum, with drop-outs having a particular aversion to history, English, and geography.

- This is likely a reflection of their need for relevancy in acknowledging the usefulness of a particular task. These subjects in part would likely focus too much on the past and on regions unrelated to their immediate environment thus the drop-out deems them to be irrelevant and attends class with disdain.

| **When You Were At High School, What Subjects Did You Particularly Dislike?** *(Ranked By Drop-Out Total)* | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | **DROP–OUTS** | | |
| | | Total | Male | Female |
| Mathematics | 42 | 38 | 34 | 42 |
| History | 18 | 29 | 27 | 30 |
| English | 22 | 27 | 36 | 17 |
| Geography | 18 | 24 | 20 | 28 |
| Science | 21 | 24 | 23 | 25 |
| French | 15 | 17 | 18 | 15 |
| Physical education | 9 | 11 | 8 | 14 |
| Grammar | 5 | 8 | 9 | 8 |
| Computer science | 6 | 6 | 6 | 6 |
| Reading | 2 | 6 | 7 | 4 |
| Art | 4 | 5 | 5 | 4 |
| Family studies | 1 | 5 | 5 | 5 |
| Writing | 1 | 5 | 6 | 4 |
| Industrial arts | 3 | 4 | 4 | 4 |
| Music | 5 | 4 | 4 | 4 |
| None | 6 | 4 | 5 | 3 |
| Auto mechanics | 2 | 3 | 4 | 2 |
| Other | 12 | 11 | 11 | 11 |

## Difficult Subjects

- The same trends appear among subjects that students had difficulty with as were noted with subjects they excelled in. That is, students did well in the subjects they liked and had difficulty with the subjects they disliked (or disliked the subjects they had difficulty with).

- Not surprisingly, drop-outs who tend to have a need for relevancy report to have been weak in those subjects lacking in relevancy, particularly geography and history.

| When You Were At High School, Were There Any Subjects You Had Particular Difficulty With? *(Ranked By Drop-Out Total)* | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates (Total) | DROP–OUTS | | |
| | | Total | Male | Female |
| Mathematics | 37 | 35 | 32 | 37 |
| English | 19 | 22 | 29 | 14 |
| Science | 21 | 21 | 20 | 23 |
| Geography | 5 | 18 | 14 | 22 |
| History | 7 | 18 | 16 | 20 |
| French | 11 | 13 | 14 | 11 |
| Physical education | 3 | 6 | 5 | 7 |
| Grammar | 4 | 5 | 5 | 4 |
| Writing | 1 | 5 | 7 | 2 |
| Music | 1 | 4 | 4 | 3 |
| Reading | 2 | 4 | 6 | 2 |
| Industrial arts | 1 | 3 | 3 | 2 |
| Art | 1 | 3 | 4 | 2 |
| Computer science | 2 | 3 | 3 | 4 |
| Family studies | - | 3 | 3 | 2 |
| Auto mechanics | 1 | 2 | 4 | 1 |
| None | 18 | 9 | 10 | 8 |
| Other | 11 | 8 | 8 | 8 |

Difficulties In Subject Areas - Parents

- An overwhelmingly large proportion of parents of drop-outs cite that their child had difficulties with some subjects during his or her academic career. Clearly there may be a connection between frustration in school and ultimately leaving.

| Were There Any Subjects That Were Particularly Difficult For This Student? | % of Parents |
|---|---|
| Yes | 65 |
| No | 30 |

- Parents of drop-outs identify math and English most often and also science as problem subjects for their children in the curriculum.

- This is consistent with difficulties reported by drop-outs themselves, which indicate difficulty in the areas of math and English but also more difficulty in the areas of geography and history.

| Which Subjects Were Particularly Difficult For This Student? | % of Parents who say their child had difficulty with a subject |
|---|---|
| Mathematics | 50 |
| English | 42 |
| Science | 21 |
| French | 15 |
| Geography | 15 |
| History | 12 |
| Reading | 9 |
| Grammar | 9 |
| Physical education | 5 |
| Art | 2 |
| Computer science | 2 |
| Family studies | 2 |
| Music | 2 |
| Auto mechanics | 1 |
| Industrial arts | - |
| Other | 3 |

Subjects Failed - Students

- Both graduates and drop-outs were asked which subjects they failed while in high school. It should be noted that while one in two graduates say they failed no subjects, only one in five drop-outs report the same.

- Subject areas emerging as ones failed are similar to those that created difficulty for students in high school.

- Mathematics appears to be a problem area for both graduates and drop outs though somewhat moreso among drop-outs.

- Incidence of failure is higher among drop-outs in the following areas: English, geography, history, science, French, and physical education.

| **When You Were At High School, Which Subjects Did You Actually Fail?** *(Ranked By Drop-Out Total)* | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| Mathematics | 20 | 30 | 30 | 29 |
| English | 8 | 21 | 28 | 14 |
| Science | 7 | 18 | 18 | 17 |
| Geography | 4 | 15 | 15 | 16 |
| History | 2 | 15 | 15 | 15 |
| French | 3 | 9 | 10 | 8 |
| Physical education | - | 6 | 4 | 8 |
| Art | - | 3 | 3 | 2 |
| Computer science | - | 3 | 3 | 3 |
| Family studies | - | 2 | 2 | 2 |
| Industrial arts | - | 2 | 3 | 1 |
| Auto mechanics | - | 2 | 2 | 1 |
| Music | - | 1 | 2 | 1 |
| Reading | - | 1 | 2 | 1 |
| Grammar | - | 1 | 2 | 1 |
| Writing | - | 1 | 1 | 1 |
| None | 50 | 18 | 15 | 20 |
| Other | 11 | 11 | 12 | 11 |

Subjects Failed - Parents

- Three in five parents report that their child did, in fact, fail some subjects in high school. While one in three (36%) say their child who dropped out did not fail any subjects it is interesting that only 18% of drop-outs themselves can report the same.

| **Were There Any Subjects That This Child Failed In High School?** | % of Parents |
|---|---|
| Yes | 60 |
| No | 36 |

- The key subjects mentioned by parents of drop-outs are overwhelmingly English and mathematics.

| **Which?** (selected) | % of Parents who state that their child failed a particular subject or subjects |
|---|---|
| Mathematics | 41 |
| English | 40 |
| Geography | 16 |
| History | 15 |
| French | 14 |
| Science | 13 |
| Grammar | 7 |
| Reading | 6 |
| Family Studies | 3 |
| Physical education | 3 |
| Writing | 3 |
| Art | 2 |
| Computer science | 2 |
| Industrial Arts | 1 |
| Music | 1 |
| Auto mechanics | - |
| Other | - |

## ACADEMIC AND PERFORMANCE EVALUATION OF DROP OUTS AND GRADUATES

### Self-Appraisal: Academic

- Graduates and drop-outs alike were asked to characterize themselves as excellent, good, fair, or poor students during their years in high school.

- Comparatively, drop-outs tend to rate themselves lower than graduates with almost three in five rating themselves as fair to poor.

- Male drop-outs tend to rate themselves lower than female drop-outs. Either male drop-outs are more mediocre than their female counterparts or they are simply more honest. It should be recalled that dropping out to get married or have a child was more common among females.

| Overall, Would You Characterize Yourself As An Excellent Student, A Good Student, A Fair Student, Or A Poor Student, Speaking In Terms Of The Marks Or Grades You Received. | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| Excellent | 18 | 4 | 3 | 5 |
| Good | 68 | 37 | 32 | 42 |
| Fair | 14 | 45 | 48 | 41 |
| Poor | - | 13 | 17 | 10 |

- Drop-outs who are more likely to characterize themselves as good to excellent students are those who...
  - * left school following Grade 10 (46% rate themselves as good or excellent),
  - * were enrolled in advanced level studies (54%), and
  - * rank the school system as good or excellent (47%).

- Almost three in five drop-outs report having put at least some effort into their studies as compared to three in four graduates who put some effort into their studies.

- Although a larger proportion of graduates claim to have displayed some diligence in their studies, a relatively large proportion of drop-outs make a similar claim. This could, once again, suggest compensatory behaviour on the part of the drop-out, which the drop-out uses to make him/her less responsible for his or her feeling of"having failed"the system.

| Level Of Effort | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| A great deal | 28 | 12 | 7 | 17 |
| Some | 47 | 46 | 46 | 51 |
| Not much | 21 | 28 | 32 | 23 |
| No effort at all | 4 | 15 | 21 | 9 |

- Drop-outs more likely to claim that they put at least some effort into their studies include:
  - those who were registered in a basic level program (65% claim they put some or a great deal of effort into their studies)
  - those who left following Grade 10 (61%),
  - those with parents who did not complete any post-secondary studies (60%),
  - those with personal incomes lower than $10,000 annually(60%),
  - those who rank themselves as good to excellent students (73%), and
  - those who rank the school system as good to excellent (64%).

## SCHOOL HISTORY

### Elementary School

- Drop-outs and graduates alike were asked to rate the experience they had in elementary school.

- Interestingly, while graduates (79%) and drop-outs (72%) are almost as likely to say their experience was "good" in public school, drop-outs are slightly more likely to say this period of their life was excellent. This may emphasize the difficulty some drop-outs had in moving into secondary school, and may have been a factor in their decision to leave.

| **Was Your Elementary School Education Overall An Excellent, Good , Fair, Or Poor Period In Your School Life?** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | **DROP-OUTS** | | |
| | | Total | Male | Female |
| Excellent | 16 | 27 | 26 | 28 |
| Good | 63 | 45 | 43 | 48 |
| Fair | 16 | 20 | 22 | 19 |
| Poor | 5 | 7 | 8 | 5 |

- Drop-outs who are more likely to view their elementary school experience positively (i.e. good to excellent) are those who...

  * were enrolled in an advanced program (80% rate their elementary school experience as good to excellent)
  * left school following Grade 10 (75%)
  * rank themselves as good to excellent students (80%) and,
  * give the school system a good to excellent rating (80%).

- More than four in five parents of drop-outs perceive that their child enjoyed at least somewhat his or her elementary school experience.

| In Elementary School, Did This Child Enjoy School | % of Parents |
|---|---|
| A great deal | 44 |
| Somewhat | 41 |
| Not very much | 10 |
| Not at all | 4 |

- Nine in ten parents of drop-outs suggest that their child did at least reasonably well in elementary school with one in three implying very good performance on their child's part.

| Did He Or She Do Very Well, Reasonably Well, Or Poorly In Elementary School? | % of Parents |
|---|---|
| Very well | 34 |
| Reasonably well | 55 |
| Poorly | 11 |

The Junior High Experience - Drop-outs And Graduates

- Two in three drop-outs report that their junior high experience was a good or excellent time in their school lives.
- However, more graduates, almost three in four, report junior high to have been a good or excellent time. These figures suggest a positive experience at the junior high level for both the graduate and drop-out.

| **Was Junior High School An Excellent, Good, Fair, Or Poor Period In Your School Life** | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | **DROP-OUTS** | | |
| | | Total | Male | Female |
| Excellent | 29 | 25 | 22 | 28 |
| Good | 45 | 42 | 43 | 40 |
| Fair | 17 | 22 | 22 | 21 |
| Poor | 9 | 12 | 13 | 11 |

- Younger drop-outs (aged 15-17) and advanced level drop-outs are more likely to have a positive view of the junior high period in their lives (72% and 73%, respectively, rate this time in their lives as good or excellent).

## PERSPECTIVES ON GRADE LEVELS

### Grades Enjoyed Most

- Both graduates and drop-outs were asked which grade level in school they enjoyed the most.

- Data tabled on the following page reveals that drop-outs are much more likely than graduates to have enjoyed their junior high grades.

- At first glance, it appears that the later secondary years increase in popularity for the graduate while they decrease in popularity for the drop-out. It should be noted that by Grade 12, seventy-one per cent of the drop-outs surveyed had already dropped out, resulting in figures that cannot be strictly used for comparative purposes. However, the students who stay in school report an experience in the latter years of high school that ranks among the best.

| Which Grade Or Grades Did You Enjoy The Most? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP–OUTS | | |
| | | Total | Male | Female |
| None | - | 2 | 3 | 1 |
| All grades | 4 | 3 | 3 | 3 |
| Kindergarten | 6 | 11 | 8 | 13 |
| Grade 1 | 5 | 9 | 6 | 12 |
| Grade 2 | 5 | 10 | 7 | 13 |
| Grade 3 | 6 | 10 | 8 | 13 |
| Grade 4 | 6 | 12 | 10 | 15 |
| Grade 5 | 15 | 15 | 13 | 17 |
| Grade 6 | 14 | 23 | 22 | 25 |
| Grade 7 | 12 | 27 | 26 | 29 |
| Grade 8 | 21 | 36 | 33 | 39 |
| Grade 9 | 13 | 28 | 27 | 29 |
| Grade 10 | 18 | 22 | 25 | 19 |
| Grade 11 | 21 | 17 | 23 | 12 |
| Grade 12 | 38 | 11 | 15 | 8 |
| Grade 13 | 24 | 2 | 1 | 2 |
| All elementary | 6 | 6 | 6 | 7 |
| All junior | 5 | 3 | 3 | 4 |
| All secondary | 11 | 2 | 1 | 3 |

- Drop-outs who left school prior to or during Grade 10 are more likely to have enjoyed Grades 7 and 8 (31% and 39% report to have enjoyed these grades) and less likely to enjoy Grades 9 and 10 (only 22% and 12%, respectively, report to have enjoyed Grades 9 and 10). These figures, however, could reflect generally their exit from the school system.

## Grades Enjoyed The Least

- Data tabled below suggests that drop-outs, in particular, had poor experienc in Grades 9 and 10. It should be noted that these grades represent the ent level years of high school, and the years when many drop-outs made the decision to leave the school system.

| Which Grade Or Grades Did You Enjoy The Least? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| None | 12 | 5 | 6 | 4 |
| All grades | - | 1 | 1 | 1 |
| Kindergarten | - | 4 | 5 | 3 |
| Grade 1 | 2 | 5 | 6 | 5 |
| Grade 2 | 2 | 6 | 8 | 5 |
| Grade 3 | 10 | 8 | 9 | 7 |
| Grade 4 | 6 | 11 | 11 | 11 |
| Grade 5 | 8 | 11 | 9 | 13 |
| Grade 6 | 14 | 11 | 11 | 11 |
| Grade 7 | 22 | 21 | 22 | 21 |
| Grade 8 | 17 | 19 | 18 | 20 |
| Grade 9 | 24 | 30 | 36 | 30 |
| Grade 10 | 11 | 22 | 21 | 24 |
| Grade 11 | 15 | 16 | 16 | 15 |
| Grade 12 | 7 | 7 | 8 | 6 |
| Grade 13 | 8 | 1 | 3 | - |
| All elementary | - | 1 | 1 | 1 |
| All junior | 1 | 1 | 1 | 1 |
| All secondary | 1 | 4 | 4 | 4 |

- Once again data for Grades 9 and 10 indicates that the student who dropped out prior to or during Grade 10 has a particular aversion to these grades (36% report liking Grade 9 the least, while 28% report liking Grade 10 the least).

- The drop-out who ranked himself or herself as a fair to poor student also is more likely to dislike Grades 9 and 10 (33% and 24%, respectively, report that they liked Grades 9 and 10 the least).

Incidence Of Having Skipped Grades

- A larger proportion of drop-outs relative to graduates report having skippe grade or completed more than one grade in a year. This could suggest furt evidence of a drop-out core who are extremely bright and simply bored with curriculum offered at the secondary level.

| Did You, At Any Time, Skip Any Grades, Or Complete More Than One Grade In One School Year? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Femal |
| Yes | 10 | 17 | 20 | 13 |
| No | 90 | 83 | 80 | 87 |

- Drop-outs from Toronto are more likely to report having skipped a grade (22

- Interestingly, drop-outs with parents who did not complete any college university courses have a higher incidence of skipping (32%).

- Also, drop-outs who left school prior to or during Grade 10 are more likely have skipped a grade (42%).

- General and basic level drop-outs are also more likely to have skipped a gra compared to advanced level drop-outs (39% and 48%, respectively).

- Parents of drop-outs, however, suggest that only one in ten of their drop-out children actually did skip a grade, which is comparable to the incidence of skipping for graduates reported on the previous page.

| Did This Student Ever Skip Or Accelerate A Grade? | % of Parents |
|---|---|
| Yes | 11 |
| No | 89 |

- Data collected from parents of drop-outs suggests that drop-outs who skipped a grade during their education did so prior to Grade 8.

- This is not surprising considering previous findings showing drop-outs becoming increasingly dissatisfied with school from Grade 9 on.

| **Which Grade Did This Student Skip Or Accelerate?** | % of Parents |
|---|---|
| Before Grade 8 | 82 |
| Grade 8 | 14 |
| Grade 9 or later | - |

## Incidence Of Having Failed Grades

- About one in three drop-outs report having failed grades in either elementary or junior high school. Considerably more drop-outs failed a grade than graduates. This may suggest that failing a grade could have implications for the likelihood of dropping out.

- This figure is higher for the male drop-out segment than the female.

| And Did You At Any Time In Your Elementary Or Junior High School Career Fail Any Grades? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| Yes | 7 | 32 | 37 | 27 |
| No | 93 | 67 | 62 | 72 |

- Drop-outs who are most likely to have failed a grade in elementary or junior high school include:

  * general and basic level drop-outs (39% and 48% respectively).
  * drop-outs who left school prior to or during Grade 10 (42%)
  * drop-outs whose parents did not attend a college or university (32%), and
  * drop-outs who rank themselves as fair to poor students (36%).

- More than one in four parents of drop-outs report that their child did, in fact, repeat a grade.

| And Did He Or She Ever Repeat A Grade? | % of Parents |
|---|---|
| Yes | 27 |
| No | 71 |

- Responses from parents of drop-outs suggest that three quarters of those drop-outs who repeated a grade did so prior to Grade 8.

| Which Grade Did He Or She Ever Repeat | % of Parents whose child repeated a grade |
|---|---|
| Before Grade 8 | 74 |
| Grade 8 | 10 |
| Grade 9 | 5 |
| Grade 10 | 2 |
| Grade 11 | - |
| Grade 12 | - |

## EARLY IDENTIFICATION

### Early Identification: Teachers

- Teachers were asked how early potential problems or a potential drop-out could be spotted.

- While the junior high and early high school years rank highly as periods at which identification of problems can be made according to teachers, many, particularly in the elementary panel, feel that the signs are there as early as Kindergarten (12% of elementary teachers) and Grade 1 (16% of elementary teachers).

- No one particular grade, however, can be cited as the definitive range for early identification, although the junior high grades are ranked highly.

- It is interesting to note that the junior high years were considered favourably by a large percentage of drop-outs. However, this is also the period of time when academic demands and social pressures begin to increase.

- It is also important to note that many teachers feel that problems and potential drop-outs can be identified much earlier than when the actual dropping out occurs, and for many students the decision is sudden. It would be important then to address these problems and the reasons for dropping out early.

| In Your Opinion, How Early, Or Roughly At What Grade Level Or Levels In A Student's Career Can Potential Problems Or A Potential Drop-Out Be Spotted? | % of Teachers | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| Kindergarten | 8 | 12 | 6 |
| Grade 1 | 13 | 16 | 11 |
| Grade 2 | 10 | 12 | 9 |
| Grade 3 | 13 | 16 | 11 |
| Grade 4 | 12 | 16 | 10 |
| Grade 5 | 14 | 17 | 11 |
| Grade 6 | 16 | 21 | 13 |
| Grade 7 | 28 | 29 | 28 |
| Grade 8 | 16 | 10 | 19 |
| Grade 9 | 16 | 12 | 18 |
| Grade 10 | 13 | 12 | 14 |
| Grade 11 | 7 | 8 | 6 |
| *Some time in elementary school* | 8 | 8 | 8 |
| *Some time in junior high school* | 2 | 1 | 2 |
| *Not until high school* | 2 | 4 | 1 |
| *Cannot be identified early* | - | - | - |
| *Don't know* | 2 | 3 | 1 |

## Early Identification: Parents

- Parents were also asked if they could identify a grade or time when their child began having difficulties or problems at school.

- A substantial majority of parents (80%) indicate that they can identify when problems at school began. As many as one in seven (14%) however cannot isolate a time when problems began.

| Can You Identify A Grade Or Grade Area At Which Your Child Began To Have Problems Or Difficulties In School, Or Began To Dislike School? | % of Parents |
|---|---|
| Yes | 80 |
| No | 14 |
| No opinion | 6 |

- Among those parents who say they can identify a grade or grade range, Grade 7 appears to be pivotal and Grades 8 and 9 problematic years. It is interesting to note that the time of transition from junior high to high school seems to be particularly traumatic for the potential drop-out.

| In What Grade or Grade Range Did Your Child Begin To Have Problems Or Difficulties In School, Or Dislike School? | % of Parents who state that problems can be identified early | | |
|---|---|---|---|
| | Total | Male drop-out | Female drop-out* |
| Kindergarten | 4 | 4 | 5 |
| Grade 1 | 6 | 10 | - |
| Grade 2 | 4 | 4 | 3 |
| Grade 3 | 7 | 9 | 3 |
| Grade 4 | 4 | 4 | 5 |
| Grade 5 | 6 | 7 | 3 |
| Grade 6 | 4 | 4 | 3 |
| Grade 7 | 12 | 12 | 14 |
| Grade 8 | 10 | 9 | 12 |
| Grade 9 | 17 | 13 | 24 |
| Grade 10 | 9 | 7 | 14 |
| Grade 11 | 7 | 9 | 5 |
| Grade 12 | 4 | 2 | 7 |
| *The elementary grades* | 2 | 2 | 2 |
| *Junior High (Grades 7-8)* | 4 | 6 | - |
| *High/secondary school* | 1 | 1 | - |

** Caution: small base*

## PERSPECTIVES ON PROGRAM DIVISIONS

- The division of programs into advanced, general, and basic levels does not contribute significantly to a drop-out's sense of dissatisfaction with the school system: it, in fact, makes the system more flexible for him. Although some students do suggest that there is a degree of snobbery associated with these levels (66% of drop-outs and 65% of graduates agree that "advanced level students look down on general and basic level students"), they appreciate the fact that some programs are more closely suited to their needs.

- For drop-outs, problems with programming more closely derive from teaching methods in the general level than the fact that the general level exists.

### Program First Enrolled In

- While over three in five (62%) secondary school graduates say they were enrolled in advanced programs, the majority of drop outs were enrolled in general or basic programs (49% were enrolled in general level and 12% in basic). That is, drop-outs tend to begin their secondary school career at a lower academic level than graduates. Relatively few drop-outs were initially enrolled in either technical, vocational, or special education programs (7%) though this proportion is higher than among graduates (2%).

- Female drop-outs (34%) were more likely than male drop-outs (28%) to be enrolled in advanced programs upon entering high school.

| While In Secondary School, What Kind Of Program Were You First Enrolled In? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| Advanced | 62 | 31 | 28 | 34 |
| General | 31 | 49 | 48 | 50 |
| Basic | 1 | 12 | 12 | 11 |
| Technical | 1 | 3 | 4 | 1 |
| Vocational | - | 2 | 3 | 2 |
| Special education | 1 | 2 | 2 | 1 |
| Other | 1 | 1 | 2 | 1 |
| No opinion | 1 | 1 | 2 | 1 |
| Base: | (103) | (843) | (428) | (415) |

- Those drop-outs more likely to have initially enrolled in advanced programs include:

    * those aged 15 to 17 (41%)
    * those who drop out after Grade 11 (38%)
    * those whose parents attended college/university (50%)

    * those who rank themselves as excellent/good students (41%)
    * those who are from religious backgrounds other than Protestant or Catholic (38%)
    * aggressive achievers (41%)
    * Toronto residents (41%).

- Those drop-outs more likely to have initially enrolled in general programs include:

    * those who rank themselves as fair or poor students (53%)
    * French-speaking drop-outs (59%)
    * disinterested self-indulgents (59%)
    * joiner-activists (55%)
    * those from the other southern region (57%)
    * those from the northern region (62%).

- Drop-outs who left before or during Grade 11 are more likely to have been enrolled in basic programs (17%).

## Parents

- Fifty-seven per cent of parents say their child was in a general program when he dropped out. (The balance say their child was in an advanced [14%], basic [13%], or technical [13%] program at the time.)

| **What Level Of Program Or Level Was This Student In When He Or She Dropped Out Of School** | % of Parents |
|---|---|
| Advanced | 14 |
| General | 57 |
| Basic | 13 |
| Vocational | 4 |
| Technical | 3 |
| Special education | 1 |
| Alternative education | 4 |

## Changing Programs

- Drop-outs are slightly more likely to say they changed programs while they were in high school than graduates (27% of drop-outs versus 22% of graduates).

| Did You Change Programs While You Were In High School? | % of Respondents | | | |
|---|---|---|---|---|
| | Graduates | DROP-OUTS | | |
| | | Total | Male | Female |
| Yes | 22 | 27 | 28 | 26 |
| No | 78 | 72 | 72 | 73 |

- Those drop-outs who were more likely to say they changed programs while in high school include:

  * those aged 15 to 17 (32%)
  * those who begin high school in an advanced program (44%)
  * drop-backs (31%)
  * joiner-activists (31%).

Program Level Changed To

- Just over half (53%) of drop-outs interviewed say they changed their progra level to basic before dropping out. One-quarter (26%) say they changed to a advanced level. One in ten (12%) changed to a basic level.

- Females are more likely to say they changed to a general level than males (61 of females versus 45% of males).

| **What Program Level Did You Change To?** | % of Respondents who said they changed programs | | | |
|---|---|---|---|---|
| | Graduates* | **DROP-OUTS** | | |
| | | Total | Male | Female |
| Advanced | 39 | 26 | 30 | 22 |
| General | 44 | 53 | 45 | 61 |
| Basic | - | 12 | 15 | 9 |
| Technical | 9 | 3 | 6 | - |
| Vocational | - | 1 | 1 | 1 |
| Special education | - | - | - | - |
| Other | 9 | 4 | 3 | 5 |

** Caution: small base*

- Those more likely to have changed to a general level program include:
  - * drop-outs who started high school at an advanced program level (91%)
  - * drop-outs who left after Grade 11 (58%).

- Those drop-outs more likely to have moved to a basic level program include:
  * those who rate themselves as fair or poor students (18%).

Evaluation Of Changed Program

- Three in four (76%) drop-outs who changed programs view the change as a good or very good move, indicating their acceptance of these levels as serving them well. Dropping down in level, however, might be symptomatic for an administrator of a potential drop-out situation.

| **Would You Say That The Change Of Program Was A Very Good Move For You, A Good Move, A Bad Move, Or A Very Bad Move?** | % of Respondents who said they changed program levels | | | |
|---|---|---|---|---|
| | Graduates* | **DROP-OUTS** | | |
| | | Total | Male | Female |
| A very good move | 52 | 27 | 24 | 31 |
| A good move | 35 | 49 | 52 | 46 |
| A bad move | 13 | 15 | 7 | 8 |
| A very bad move | - | 8 | 7 | 8 |

** Caution: small base*

## ATTITUDES ABOUT THE SCHOOL SYSTEM

### Views About The School System

- On an aided basis, both graduates and drop-outs were presented with statements about the school system and asked to indicate their agreement with each. Responses were tabulated and an index created whereby the closer the index score is to 100, the higher the level of agreement with a particular statement.

- In most areas, drop-outs express a far greater level of agreement to many of the statements, particularly in the following instances:

  - working is better than going to school ( + 21)
  - drop-outs should be paid to go back to school ( + 19)
  - there's no point going to school if you can apprentice later ( + 17)
  - most of what you need to know you learn on the job ( + 8)
  - real education begins after you leave school ( + 12)
  - in high school you are treated like a child ( + 12)
  - it is not important to have a high school diploma if you are looking for work ( + 15)
  - too many credits are required to finish Grade 12 (Net difference + 24).

- Both graduates and drop-outs agree to a similar degree that:

  - subjects should be made more career-oriented
  - schools expect everyone to be the same
  - many teachers don't have patience for slow learners
  - people think drop-outs are losers.

| **How Much Do You Agree With The Following Statements Regarding The School System?** (Aided) *(Ranked According To Drop-Out Total)* | **Index of Agreement (Maximum Score = 100)** | | | | |
|---|---|---|---|---|---|
| | **Graduates (Total)** | **DROP-OUTS** | | | **Net Difference (Graduates versus Drop-outs)** |
| | | **Total** | **Male** | **Female** | |
| Courses should be made more career- or job-oriented | 82 | 84 | 85 | 82 | +2 |
| Most of what you need to know you learn on the job | 66 | 74 | 77 | 71 | +8 |
| Many teachers don't have the patience for slower learners | 69 | 70 | 68 | 72 | -1 |
| Real education begins after you leave school | 58 | 70 | 74 | 66 | +12 |
| There is too much emphasis in school on the past and not on the present or the future | 61 | 68 | 68 | 68 | +7 |
| Advanced level students look down on general and basic level students | 56 | 63 | 61 | 64 | +7 |
| People think dropouts are losers | 61 | 58 | 58 | 59 | -3 |
| In high school, you're treated like a child | 45 | 57 | 58 | 56 | +12 |
| Working is better than going to school | 34 | 55 | 59 | 52 | +21 |
| Schools expect everyone to be the same | 52 | 53 | 54 | 52 | +1 |
| Too many credits are required to finish Grade 12 | 26 | 50 | 50 | 51 | +24 |
| There's no point going to school if you can apprentice later | 23 | 40 | 45 | 36 | +17 |
| Dropouts should be paid to go back to school | 19 | 38 | 39 | 37 | +19 |

| **How Much Do You Agree With The Following Statements Regarding The School System?** (Aided) *(Ranked According To Drop-Out Total)* | Index of Agreement (Maximum Score = 100) | | | | |
|---|---|---|---|---|---|
| | Graduates (Total) | DROP-OUTS | | | Net Difference (Graduates versus Drop-outs) |
| | | Total | Male | Female | |
| It is not important to have a high school diploma if you're looking for work | 21 | 36 | 39 | 32 | +15 |

- The importance of the work experience to the drop-out is demonstrated relative to the drop-out. The importance of the work experience is particularly important to the male drop-out, who ranks the following higher than females:

  * Most of what you need to know you learn on the job (Index of 77 for males versus 71 for females)
  * Real education begins after you leave school (74 versus 66)
  * Working is better than going to school (59 versus 52)
  * There's no point going to school if you can apprentice later (45 versus 36).

## Personal Statements About The School System

- Both drop-outs and graduates were asked to indicate how closely they identify with a list of items that characterized various aspects of student life. The results were tabulated and an index was created, where the closer the index score is to 100, the higher the level of self-description.

- Graduates are more likely than drop-outs to indicate they...
  - feel they were encouraged to do well in school (Net difference -23 on a 100-point indexed scale)
  - were well behaved (-20)
  - work hard if they liked the teacher (-14)
  - tell their children to stay in school (-10).

- Drop-outs are more inclined to state that...
  - their friends dropped out (Net Difference +24)
  - as a student they felt alone (+15)
  - they had difficulties writing examinations (+13)
  - they had difficulties with academic subjects (+13)
  - they were judged by their appearance, not their ability (+12).

| **How Much Does Each Of The Following Statements Sound Like You?** (Aided) *(Ranked According To Drop-Out Total)* | **Index of Self-Description (Maximum = 100)** | | | | |
|---|---|---|---|---|---|
| | **Graduates (Total)** | **DROP-OUTS** | | | **Net Difference (Graduates versus Drop-Outs)** |
| | | **Total** | **Male** | **Female** | |
| I usually worked hard if I liked the subject | 96 | 87 | 85 | 89 | -9 |
| If I had children, I'd tell them to stay in school | 96 | 86 | 83 | 89 | -10 |
| I prefer doing things to reading about them | 80 | 78 | 83 | 74 | -2 |
| I usually worked hard if I liked my teacher | 88 | 74 | 72 | 77 | -14 |
| While in school, I was encouraged to do well | 88 | 65 | 65 | 64 | -23 |
| I was well behaved in school | 73 | 53 | 43 | 63 | -20 |
| Nobody at school tried to convince me to stay | 24 | 49 | 46 | 51 | +25 |
| I had difficulties writing examinations | 33 | 46 | 43 | 48 | +13 |
| I had trouble with math | 39 | 45 | 40 | 50 | +6 |
| I had difficulties with academic subjects | 29 | 42 | 41 | 43 | +13 |
| At school, I was judged by my appearance, not by my ability | 29 | 41 | 45 | 36 | +12 |
| Most of my friends dropped out of school | 10 | 34 | 35 | 34 | +24 |
| As a student, I felt alone | 16 | 31 | 27 | 35 | +15 |
| I had trouble with reading | 21 | 25 | 31 | 19 | +4 |
| Since I left school, I find it easy to quit whenever "the going gets rough" | 7 | 19 | 17 | 22 | +24 |

- Females are more inclined than males to state that they:

    - were well behaved (Index of 63 for females versus 43 for males)
    - had trouble with mathematics (50 versus 40).

- Males are more inclined to state that they:

    - prefer doing things to reading about them (Index of 88 for males and 74 for females)
    - were judged by their appearance, rather than ability (45 versus 36)
    - had trouble with reading (31 versus 19)
    - felt alone (35 versus 27).

- Highest incidence of agreement with the statement "Most of my friends dropped out of school" is found among:

    - basic level drop-outs (Index of 44)
    - those who dropped out of school at Grade 10 or earlier (41).

- Drop-outs inclined to indicate that they had difficulties with academic subjects are:

    - those in basic level programs (Index of 51)
    - those who rank themselves as fair or poor students (50)
    - those who left school before Grade 10 (46).

- Those more inclined to state that they had trouble with reading are...

    - those who left school before Grade 10 (Index of 31)
    - those who rank themselves as fair or poor students (31)
    - rural drop-outs (30)

- Those most inclined to have had trouble with mathematics are...

    - those who ranked themselves as fair or poor students (Index of 51)
    - rural drop-outs (50).

- Basic level students also indicate they have difficulties writing examinations to a greater extent than those in other segments (Index of 54).

# SECTION THREE

# DROPPING OUT

## YEAR AND GRADE LEFT SCHOOL

- Overall, the largest single proportion (32%) say they left school in Grade 11 though almost as many report leaving in Grade 10 (27%) or Grade 12 (26%).

| What Grade Were You In At The Time That You Decided To Leave High School ? | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Less than Grade 9 | 2 | 2 | 2 |
| Grade 9 | 10 | 10 | 10 |
| Grade 10 | 27 | 25 | 29 |
| Grade 11 | 32 | 30 | 34 |
| Grade 12 | 26 | 29 | 22 |
| Grade 13 | 3 | 4 | 3 |

- Those more likely say they left school in Grade 9 include:
  - * those aged 15 to 17 (19%)
  - * those living in rural areas (20%).

- Those drop-outs more likely to say they left school in Grade 10 include:
  - * those aged 15 to 17 (37%)
  - * those initially enrolled in basic/technical/vocational programs (37%)

- Those more likely to have dropped out in Grade 12 include:
  - * those in advanced level programs (34%)
  - * those with parents who completed at least some college (34%).

- Qualitative research also indicates that students leaving in Grade 12 are those who had very few credits to complete.

Grade Left School - Parents

- The table below indicates the proportion of parents who say their child dropped out at each grade level. Again, Grades 10, 11, and 12 figure almost equally prominently.

| **What Grade Was This Child In At The Time** | % of Parents |
|---|---|
| Before Grade 8 | - |
| Grade 8 | 12 |
| Grade 9 | 14 |
| Grade 10 | 27 |
| Grade 11 | 26 |
| Grade 12 | 22 |

- The table below records the proportion of drop-outs in the sample who left school during each calendar year.

| What Year Did You Decide To Leave School? | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| 1976 or earlier | 1 | 1 | - |
| 1977 | 1 | - | 2 |
| 1978 | 2 | 2 | 3 |
| 1979 | 6 | 4 | 9 |
| 1980 | 7 | 8 | 6 |
| 1981 | 8 | 8 | 9 |
| 1982 | 10 | 12 | 8 |
| 1983 | 11 | 12 | 10 |
| 1984 | 12 | 13 | 10 |
| 1985 | 17 | 16 | 18 |
| 1986 | 16 | 16 | 17 |
| 1987 | 8 | 9 | 7 |

## THE DECISION TO LEAVE SCHOOL

### Timing

- Drop-outs were asked how long the decision took to drop out of school. While about fifty per cent say they had been thinking of dropping out for some time, the decision to leave school was very sudden for just under half of the drop-outs (46%).

| About How Long Did The Decision To Leave School Take, From The Time You First Began To Think About Dropping Out To The Time You Actually Quit? Was It... | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Very sudden | 46 | 44 | 47 |
| OR<br>A decision made over a period of time | 50 | 49 | 51 |
| Did not decide. Was asked to leave | 3 | 5 | 1 |
| Always wanted to leave school | 1 | 2 | 1 |

- The length of time spent making the decision to leave school was more likely to be very sudden among those drop-outs who rank themselves as fair or poor students (50%).

- Those who are more likely to say they decided to leave school over a period of time include:

  * those aged 15 to 17 (55%)
  * those whose parents completed at least some college/university (59%)
  * drop-outs who rank themselves as excellent or good students (58%).

## Discussions About Leaving School

- Drop-outs were also asked with whom they discussed their decision to leave school.

- Forty-five per cent of drop-outs discussed leaving school with their parents. Just under two in ten report discussing the issue with friends.

- However, a significant proportion (37%) say they discussed leaving school with no one. And, only 4% discussed leaving school with a teacher. One in five (21%) report discussing the decision with school authority figures (guidance counselor, principal or administrator, and teachers). That is, for many drop-outs, there was little opportunity for school personnel to intercede in the decision to leave school.

| With Whom, If Anyone, Did You Discuss The Decision To Leave School? | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Parent(s) | 45 | 42 | 48 |
| No one | 37 | 38 | 36 |
| Friends | 19 | 20 | 18 |
| Guidance Counselors | 11 | 11 | 11 |
| Principal or administrator | 6 | 6 | 6 |
| Sister or brother | 5 | 6 | 4 |
| Teacher(s) | 4 | 4 | 4 |
| Classmate(s) | 2 | 3 | 1 |
| Psychologist/psychiatrist/ social worker | 1 | - | 1 |
| Priest, minister/rabbi, etc. | - | - | - |
| Other | 4 | 3 | 6 |

## Reaction To Decision To Leave School

- Drop outs were asked whether a number of key individuals would be "very or somewhat opposed" or "very or somewhat favourable" to their decision to leave school.

- Generally, the decision to drop out of school meets with disapproval from family, friends, and school associates.

- What is most important about the data that follows is that although "didn't care" was not presented as an option, a full 28% voluntarily said their teachers, 33% said their friends, and 30% said their siblings would "not care" if they remained in school or not.

- This data, in concert with previous data, demonstrates the degree to which drop-outs tend to feel alienated from school personnel.

- Seven in ten drop-outs indicate that their parents were opposed to some degree to this decision. That is, parents are the sole or among the only group who drop-outs feel were concerned about their decision, and were opposed to that decision.

| Was The Reaction Of Various People Around You To This Decision Very Favourable, Somewhat Favourable, Somewhat Opposed, or Very Opposed? | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Your parents | | | |
| Very favourable | 5 | 6 | 5 |
| Somewhat favourable | 13 | 12 | 15 |
| Somewhat opposed | 31 | 33 | 29 |
| Very opposed | 40 | 40 | 40 |
| (Didn't care) | 7 | 6 | 8 |
| (Not applicable) | 3 | 3 | 3 |
| (No opinion) | - | - | - |
| Your teachers | | | |
| Very favourable | 3 | 5 | 2 |
| Somewhat favourable | 6 | 7 | 4 |
| Somewhat opposed | 22 | 22 | 22 |
| Very opposed | 24 | 21 | 27 |
| (Didn't care) | 28 | 30 | 26 |
| (Not applicable) | 14 | 12 | 16 |
| (No opinion) | 3 | 3 | 4 |
| Your friends | | | |
| Very favourable | 5 | 5 | 5 |
| Somewhat favourable | 15 | 15 | 15 |
| Somewhat opposed | 26 | 24 | 26 |
| Very opposed | 13 | 11 | 13 |
| (Didn't care) | 33 | 37 | 33 |
| (Not applicable) | 6 | 6 | 6 |
| (No opinion) | 2 | 2 | 2 |
| Brothers or sisters | | | |
| Very favourable | 3 | 4 | 2 |
| Somewhat favourable | 8 | 9 | 7 |
| Somewhat opposed | 23 | 23 | 22 |
| Very opposed | 19 | 17 | 21 |
| (Didn't care) | 30 | 29 | 30 |
| (Not applicable) | 14 | 14 | 14 |
| (No opinion) | 3 | 4 | 4 |

## GENERAL VIEWS ON DROPPING OUT: TEACHERS

- Nine in ten teachers view the drop-out phenomenon to be a problem and half in this group view the problem to be very serious. There is a tendency for elementary teachers to view the phenomenon more seriously than the secondary teachers, who, in fact, have daily involvement with these students.

| **How Serious A Problem Do You View The Drop-Out Situation To Be...** | % of Teachers | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| A very serious problem | 44 | 48 | 41 |
| A problem | 47 | 47 | 47 |
| Not a problem at all | 9 | 5 | 11 |

## REASONS FOR LEAVING SCHOOL

### Drop-Outs: Aided And Unaided Responses

- Drop-outs were asked both on an unaided and aided basis about their principle and contributing reasons for leaving school. In both cases, the pull of the work place and the "push" away from school due to academic difficulties or disinterest are prominent.

### Unaided Responses, Main Reason

- On an unaided basis, drop-outs were asked to indicate their main reason for leaving school. The table that follows categorizes these responses.

- Most prominent among the reasons given for leaving school include:

  * working is more important/better than school
  * didn't like school/no interest in school
  * school is boring/repetitious/same thing year after year
  * needed to work.

- By grouping related items, other central factors become significant:

| | | |
|---|---|---|
| A. | General dissatisfaction/lack of interest in school | |
| | * school is boring/repetitious/same thing year after year (11%)<br>* didn't like school/hated school/no interest (15%)<br>* wanted to have a good time (1%) | 27% |
| B. | Miscellaneous social factors | |
| | * needed to work and be independent (10%)<br>* became pregnant (6%)<br>* prejudice (2%)<br>* moved from another area/city/region/country and schools were different (1%) | 19% |
| C. | Personal issues not directly related to school: | |
| | * personal problems/immature/emotional problems (5%)<br>* family problems/had to leave home/left home (5%)<br>* rebellious nature/black sheep/non-conformist (2%)<br>* missed school because sick and had to leave/health problems (1%) | 13% |

D. Problems with academic workload

- not doing well/doing poorly (5%)
- too much pressure (1%)
- difficulty with academics (1%)

7%

E. Teachers' incompetence/problems with teachers

- fought with teachers/disagreed with teachers (4%)
- teachers didn't care (2%)
- teachers didn't give extra help when needed (1%)

7%

F. Dissatisfaction with curriculum/system

- credit system bad (2%)
- subjects not realistic enough/not relevant (1%)
- rules not enforced/not forced to stay (1%).

4%

- In terms of gender, certain trends are apparent:

  * females are more likely than males to say they could not stand school (19% of females versus 12% of males)

  * females are more likely than males to say they had family problems (7% versus 3%)

  * males are more likely to say working is better than going to school (21% versus 10%)

  * males were more likely to say they had to work (13% versus 8%).

| Reasons For Leaving School FIRST MENTION (Unaided) | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Working more important than going to school / can learn on the job / working better / started working and found it better than school | 16 | 21 | 10 |
| Didn't like school / hated school / couldn't stand school / no interest in school | 15 | 12 | 19 |
| School is boring / repetitious / same thing year after year | 11 | 12 | 9 |
| Needed to work / needed to earn money / needed to be independent and survive | 10 | 13 | 8 |
| Became pregnant / girlfriend became pregnant / had family to support / wanted to marry | 6 | 1 | 12 |
| Not doing well / doing poorly | 5 | 6 | 5 |
| Family problems / had to leave home / left home | 5 | 3 | 7 |
| Personal problems / immature / emotional problems | 4 | 3 | 5 |
| Fought with teachers/disagreed with teachers / was kicked out / principal kicked me out | 4 | 5 | 3 |
| Had opportunity to apprentice/ had arranged an apprenticeship / knew what career I wanted and didn't need school | 3 | 3 | 3 |
| Rebellious nature / black sheep / non-conformist / didn't want to be like everybody else | 2 | 2 | 2 |
| Teachers didn't give extra help when needed / didn't explain things | 1 | 2 | 1 |

| Reasons For Leaving School FIRST MENTION (Unaided) | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Prejudice / teachers didn't like me / other students didn't like me / students picked on me / teachers picked on me | 2 | 2 | 2 |
| Credit system / short just a few credits and couldn't go to school to get them | 2 | 2 | 2 |
| Teachers didn't care / not interested / just want to earn money / didn't encourage me | 2 | 3 | 1 |

| Reasons For Leaving School TOTAL MENTIONS (Unaided) | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Working more important than going to school / can learn on the job / working better / started working and found it better than school | 24 | 31 | 17 |
| Didn't like school / hated school / couldn't stand school / no interest in school | 23 | 20 | 27 |
| Needed to work / needed to earn money / needed to be independent and survive | 19 | 22 | 15 |
| School is boring / repetitious / same thing year after year | 18 | 22 | 15 |
| Not doing well / doing poorly | 11 | 11 | 10 |
| Became pregnant / girlfriend became pregnant / had family to support / wanted to marry | 6 | 1 | 13 |
| Personal problems / immature / emotional problems | 8 | 7 | 9 |
| Family problems / had to leave home / left home | 8 | 6 | 9 |
| Fought with teachers/disagreed with teachers / was kicked out / principal kicked me out | 8 | 8 | 7 |
| Had opportunity to apprentice/ had arranged an apprenticeship / knew what career I wanted and didn't need school | 6 | 6 | 5 |
| Teachers didn't care / not interested / just want to earn money / didn't encourage me | 6 | 7 | 5 |
| Subjects not realistic enough/subjects not useful / subjects not relevant / waste of time | 5 | 5 | 5 |
| Too much pressure to succeed / family pressure / pressure from the school / teachers, etc. / fear of failure | 4 | 5 | 3 |

| **Reasons For Leaving School TOTAL MENTIONS** (Unaided) | % of Respondents | | |
|---|---|---|---|
| | **DROP-OUTS** | | |
| | Total | Male | Female |
| Rebellious nature / black sheep / non-conformist / didn't want to be like everybody else | 3 | 4 | 3 |
| Credit system / short just a few credits and couldn't go to school to get them | 3 | 3 | 4 |
| Prejudice / teachers didn't like me / other students didn't like me / students picked on me / teachers picked on me | 3 | 3 | 4 |
| Frustrated with academics/difficulty with academics / gave up with academics / would like more shop, auto-mechanics | 3 | 3 | 3 |
| Moved from another area / city / region/country and schools were different | 3 | 2 | 3 |
| Missed school because sick and had to leave / health problems | 3 | 2 | 4 |
| Wanted to have a good time | 2 | 3 | 2 |
| Teachers didn't give extra help when needed / didn't explain things | 2 | 3 | 2 |

## Reasons For Leaving School: Aided

- On an aided basis, drop-outs were presented with a list of possible reasons for leaving school and were asked how important they felt each was (very important, somewhat important, slightly important or not important at all) for them. Results are presented in the form of an index of importance. The closer the index score is to 100, the more important the factor in their decision.

- Overall, while a few key reasons surface, many of the factors fall into mid-range indices, and general disagreement. That is, as has emerged previously, there are many underlying, personal reasons for leaving school that differ from drop-out to drop-out. A factor that may be important and relevant to one drop-out is likely not important at all to another. Many different issues are at play.

- Here, as in the previous table, highest rated mentions include:

    * finding a job and earning money (Index of 73)

    * found school boring (64)

    * preferred working to studying (62)

    * simply getting out of school because you didn't like it (58).

- Males are more likely than females to say:

    * they left school to find a job and earn money (males, Index of 77 versus females 68)

    * they preferred working to studying (67 versus 57).

- **Key differences among the data breaks are noted as follows:**

- Those more likely to say "to find a job and earn money" was important include:

    * **those initially enrolled in basic technical or vocational program levels (Index of 79)**
    * **those earning $20,000 or over (78)**
    * **those in the other south region (78).**

| How Important Were Each Of The Following Factors In Influencing Your Decision To Leave School? (Aided) | Index of Importance (Maximum = 100) | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| To find a job and earn money | 73 | 77 | 68 |
| Because you found school boring | 64 | 68 | 60 |
| Because you preferred working to studying | 62 | 67 | 57 |
| To simply get out of school because you didn't like it | 58 | 58 | 58 |
| Because the subjects you were being taught weren't useful | 49 | 53 | 45 |
| Because there was too much repetition year after year | 45 | 49 | 41 |
| Because of personal or emotional problems | 44 | 37 | 52 |
| To move away from home and be independent | 43 | 40 | 45 |
| To apprentice/learn a trade | 42 | 51 | 33 |
| Because of difficulties at home | 39 | 36 | 43 |
| Because of the rules and regulations | 36 | 40 | 32 |
| Because it was difficult to get extra help when needed | 33 | 31 | 35 |
| To have a good time or party | 33 | 38 | 29 |
| Because you had difficulty with particular subjects | 32 | 31 | 33 |
| Because you had difficulty with a particular teacher | 30 | 31 | 29 |
| To have a child | 26 | 22 | 31 |
| Because teachers embarrassed you if you didn't understand something | 27 | 24 | 30 |
| To marry | 24 | 21 | 26 |
| To travel or see the world | 23 | 26 | 20 |

| **How Important Were Each Of The Following Factors In Influencing Your Decision To Leave School?** (Aided) | Index of Importance (Maximum = 100) | | |
|---|---|---|---|
| | **DROP-OUTS** | | |
| | Total | Male | Female |
| To help with the family business or farm | 21 | 24 | 19 |
| Because you were moving around a lot from area to area and found it hard to change schools | 20 | 20 | 19 |
| Because of racial prejudice | 7 | 7 | 8 |

- Drop-outs more likely to say they "found school boring" are:

    * those who rank the school systems fair or poor (Index of 70)
    * those who rank themselves as fair or poor students (68)
    * those who left school during or before Grade 10 (68)
    * old-fashioned puritans (71)
    * joiner-activists (69).

- Drop-outs who are more likely to say they preferred working to studying include:

    * males (Index of 67)
    * French-speaking drop-outs (71)
    * joiner-activists (71)
    * rural drop-outs (69)

- Those more likely to say they left school "because they didn't like it" include:

    * those who rate themselves fair or poor students (Index of 63)
    * those who rank themselves as poor students (Index of 65)
    * "other south" region (65).

- Apprenticing or learning a trade is more important for...

    * those originally in a basic level program (Index of 49)
    * French-speaking drop-outs (53)
    * those with income $20,000 and over (60)
    * joiner-activists (57)
    * those in the northern region (50).

## PERCEIVED REASONS FOR LEAVING SCHOOL (TEACHERS)

- Teachers were also asked on an aided and unaided basis what their views were of major factors motivating the decision to leave school. Unlike drop-outs, teachers give greater importance to emotional, family, and behavioural/attitudinal factors and more specifically focus on specific academic problem areas. The pull of the work experience is also mentioned by teachers.

### Unaided

- Teachers were asked, on an unaided basis to state the main cause(s) of the drop-out problem. Teachers, overall, believe the following to be the major issues:

  * family problems (39%)
  * behaviour problems/work ethic (31%)
  * student found working better than going to school (28%)
  * subject/courses not realistic/relevant (24%)
  * students wanted to have a good time/peer pressure/want to party/drugs and alcohol (19%)
  * low self-esteem (14%)
  * drop-outs are weak academically (12%).

- Secondary school teachers are more likely than elementary school teachers to cite the following reasons as a cause of the drop-out problem:

  * behavioural problems (secondary 37%; elementary 21%)
  * found working better than going to school (secondary 33%; elementary 21%)
  * subjects/courses not realistic/not relevant (secondary 28%; elementary 18%).

- Elementary school teachers are more likely than secondary school teachers to cite low self-esteem and poor self-image as a reason for dropping out (23% of elementary versus 8% of secondary).

| What Do You Consider To Be The Major Cause Or Causes Of The Drop-Out Problem? (Unaided) | % of Teachers | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| Family problems/ divorce/ absentee family life/ one-parent family/ parents uninvolved / parents don't care/ unwanted pregnancy/ married | 39 | 39 | 39 |
| Behavioural problems / student lazy/unmotivated | 31 | 21 | 37 |
| Found working better than going to school/student had opportunity to work or apprentice /need to work or earn money/ want money / has particular job or apprenticeship to go to / likes or has to earn money | 28 | 21 | 33 |
| Subjects/courses not realistic enough/ Subjects not useful/subjects not relevant/. school is boring for these students / repetitious/ same thing year after year | 24 | 18 | 28 |
| Student feels school not relevant / not important/ doesn't understand the value of education | 22 | 22 | 22 |
| Student wanted to have a good time / peer pressure / wanted to party / drugs and alcohol | 19 | 20 | 19 |
| Low self-esteem/ lacks confidence/ thinks nobody cares/poor self-image | 14 | 23 | 8 |
| Weak academically/ difficulty with the basics/weak student/ frustrated with academics/ difficulty with academics/ gave up with academics/ would like more shop /auto mechanics | 12 | 8 | 15 |
| Teaching methods/learning styles - any mention/ these students need hands on experience, not learning from books/ these students don't learn from reading and listening/ must change way we present information | 10 | 10 | 10 |
| Teachers - any mention | 8 | 7 | 10 |

| What Do You Consider To Be The Major Cause Or Causes Of The Drop-Out Problem? (Unaided) | % of Teachers | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| Not enough guidance/counseling | 7 | 8 | 6 |
| Division of programs into basic, general, advanced levels / student in wrong program / course/ kind of school | 7 | 10 | 5 |
| Too much pressure to succeed / family pressure/ pressure from school, teachers | 6 | 8 | 5 |
| Too easy for drop-out to get government assistance | 6 | 7 | 5 |
| Not enough discipline/rules not enforced | 6 | 4 | 8 |
| Rebellious nature/black sheep /non-conformist/ independent nature | 5 | 4 | 6 |
| Family history (others drop out) / role models in home | 5 | 7 | 3 |
| Class size too big/not enough individual attention | 5 | 7 | 3 |
| Credit system /any mention | 1 | 1 | - |
| Ethnic or cultural factors | - | - | - |
| Not enough extra help for weaker students or students with difficulties | 5 | 5 | 4 |
| Learning disabilities/special education (any mention) | 4 | 7 | 3 |
| Gifted/very bright student who is bored | 3 | 1 | 3 |
| Not enough chance to work and study at same time | 2 | - | 3 |
| Semester system - any mention | 2 | 3 | 1 |
| Evaluation/exams/testing - any mention | 2 | 4 | 1 |
| Too many /not enough optional courses | 2 | 3 | 1 |

## Teachers: Aided

- Teachers were asked to rate a series of factors on how important each was to students dropping out of school. Results for each statement were indexed such that the closer the resulting score is to 100, the more important the factor is in the decision.

- The most important motivating factors that teachers perceive as leading a student to drop out are:

  * the student's attitude toward school (Index of 87)
  * reading difficulties (87)
  * academic difficulties or frustrations (85)
  * family problems (83)
  * personal or emotional problems (82)
  * weak self-image or self-esteem (82)
  * writing difficulties (82)
  * peer influence (81)
  * poor work habits (80)
  * poor role models in the home (79).

- As teachers see more students with varying reasons for dropping out, each factor becomes more important to teachers in understanding the decision-making process. It is important to note that teachers are much more likely than students to feel that academic difficulties, personal problems or problems at home are important in dropping out. Students are much more likely to feel the desire to work, the preference for working and their boredom in school, and their dislike of school were important in their decision.

| How Important Are Each Of The Following Factors In The Decision To Leave School (Aided) | Index of Importance (Maximum = 100) | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| Difficulties encountered changing schools due to moving from area to area | 51 | 57 | 47 |
| The nature of the general level program itself | 50 | 45 | 52 |
| The nature of the basic level programs themselves | 47 | 46 | 47 |
| The fact that programs are streamed into advanced, general, and basic level | 43 | 44 | 41 |
| Factors related to ethnic background | 42 | 47 | 39 |
| A tendency to judge a student based on his or her appearance or demeanour rather than his or her aptitude | 36 | 38 | 34 |
| Difficulties adjusting to the semester system | 32 | 36 | 29 |
| Difficulties adjusting to the credit system | 25 | 29 | 22 |
| The student's attitude towards school | 87 | 91 | 84 |
| Difficulties reading | 87 | 88 | 86 |
| Academic difficulties or frustrations | 85 | 87 | 84 |
| Family problems | 83 | 83 | 83 |
| A student's personal or emotional problems | 82 | 85 | 80 |
| Weak self-image or self-esteem | 82 | 88 | 78 |
| Difficulties writing | 82 | 84 | 81 |
| Peer influence | 81 | 87 | 77 |
| Poor work habits | 80 | 83 | 78 |
| Poor role models in the home | 79 | 81 | 79 |
| Learning disabilities, whether diagnosed or undiagnosed | 75 | 78 | 73 |
| Class size or the degree to which individual attention can be granted to each student | 75 | 73 | 76 |
| A need or desire on the part of the student to get a job and earn money | 76 | 72 | 78 |

| How Important Are Each Of The Following Factors In The Decision To Leave School (Aided) | Index of Importance (Maximum = 100) | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| The appropriateness of the types of subjects offered for this kind of student | 71 | 70 | 72 |
| The degree to which academic help for students with difficulty is available | 68 | 74 | 64 |
| Unplanned pregnancies for female students | 64 | 65 | 64 |
| The availability of guidance facilities | 64 | 67 | 63 |
| Factors relating to different learning styles | 57 | 63 | 54 |
| Language difficulties. (i.e., the student's first language is one other than English or French) | 57 | 62 | 53 |
| A desire on the part of the student to "opt out" of society | 56 | 61 | 52 |
| A desire on the part of the student to party or have a good time | 56 | 56 | 55 |

## PERCEIVED REASONS FOR CHILD LEAVING SCHOOL

- When asked on an unaided basis why their child decided to leave school, parents cite many of the same main reasons as drop-outs. Most important among these reasons are:

  * Student was bored / too much repetition (25%)
  * Didn't like school / hated school / couldn't stand school (23%)
  * Student was doing poorly / weak student (15%)
  * Working more important than going to school / working was more attractive (21%)
  * Teachers did not care / were not interested (10%).

- Parents' interpretations of the causes of the problem, then, resemble those of the drop-outs: the pull to the workplace, academic difficulties, teacher uninvolvement, and boredom (possibly interpreted by drop-outs as lack of relevancy).

| Why Did Your Child Decide To Leave School?<br>(Selected) | % of Parents |
|---|---|
| He or she was bored/too much repetition | 25 |
| Didn't like school/hated school/couldn't stand school | 23 |
| Working more important than going to school/can learn on the job/working better/working offers more/started working and found it better than school/wanted to earn money/Had opportunity to apprentice/had arranged an apprenticeship/knew what career he or she wanted | 21 |
| Not doing well/doing poorly/was a weak student/had difficulties/never learned the basics properly/frustrated with academics/would like more shop, auto mechanics | 15 |
| Teachers didn't care/not interested/just want to earn money/didn't encourage him or her/teachers unsympathetic | 10 |
| Rebellious nature/black sheep/non-conformist/didn't want to be like everybody else/independent minded | 9 |
| Peer pressure/mixed in bad company/hung out with the wrong crowd | 9 |
| Personal problems/immature/emotional problems | 8 |
| Not strict enough/not enough discipline/nobody forced him or her to stay | 7 |
| Didn't like homework/too lazy to work | 6 |
| Fought with teachers/disagreed with teachers/was kicked out | 6 |
| Shy/felt like an outsider/loner/black sheep/felt different from other kids | 6 |
| Family problems/divorce | 5 |
| Wanted to have a good time/party/drugs and alcohol | 4 |
| Teachers didn't give extra help when needed/didn't explain things | 4 |
| Subjects not realistic enough/subjects not useful/subjects not relevant | 4 |
| Was a bright student/not challenged enough | 4 |
| Moved from another area/city/region/country and schools different/had trouble catching up | 3 |

| **Why Did Your Child Decide To Leave School?** (Selected) | % of Parents |
|---|---|
| Was too old compared with other students/was bigger than the other students | 3 |
| Became pregnant/girlfriend became pregnant/had family to support/wanted to marry | 3 |
| Missed school because sick and had to leave | 2 |
| Not enough guidance/counseling | 2 |
| Too much pressure to succeed | 2 |
| Was student's fault, not the school system's | 2 |

## PERCEIVED RESPONSIBILITY FOR DROPPING OUT

- Drop-outs were asked to indicate, on a one to ten scale, where they felt the blame or responsibility for their leaving school fell. A "one" on the continuum represented the school's fault entirely and a "ten" represented the drop-out's fault.

- Overall, drop-outs attribute their "failure" in the system somewhat more as their own responsibility than that of the school system, with an average score of 6.8.

- One-quarter (26%) of drop-outs choose the number five, which indicates that in their view their leaving school was neither the fault of the school nor the fault of the student or that they ascribed fault to both equally.

- Just under three in ten, (28%) overall, place the responsibility for leaving school completely on themselves, selecting the number ten.

- Females, more than males attribute the responsibility for dropping out of school as their own fault (Female average 7.1; male average 6.5).

| Where Would You Place The Blame Or Responsibility For Your Leaving School On A One To Ten Scale? | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| 1 (*School's Fault*) | 4 | 5 | 2 |
| 2 | 3 | 4 | 1 |
| 3 | 4 | 4 | 4 |
| 4 | 4 | 5 | 4 |
| 5 | 26 | 26 | 25 |
| 6 | 7 | 6 | 8 |
| 7 | 8 | 8 | 9 |
| 8 | 11 | 12 | 11 |
| 9 | 5 | 6 | 4 |
| 10 (*Your Fault*) | 28 | 23 | 32 |
| Average (Maximum of 10) | (6.8) | (6.5) | (7.1) |

- Drop-outs who say more of the blame or responsibility for dropping out is their own include:

  * those who rate the school system as excellent or good (Average 7.6)
  * French-speaking drop-outs (7.2)
  * responsible survivors (7.3)
  * drop-outs from the northern region (7.3)

- Parents were also asked to indicate where they perceived the blame or responsibility for their child's leaving school fell on a scale of one to ten where "one" represents the school's total responsibility and "ten" represents the drop-out's responsibility.

- Like the drop-outs themselves, parents skew more towards feeling more of the blame rests with the student.

- Interestingly, parents of drop-outs are more likely than students to say the blame falls neither upon the school nor upon the drop-outs than are students (33% of parents and 26% of drop-outs choose number five).

- Parents are much less likely than drop outs themselves to say that the blame for their child's leaving school falls completely on the drop-out's shoulders.

| **Where Would You Place The Blame Or, Responsibility For Your Child's Leaving School On A One To Ten Scale?** | % of Parents | % of Drop-Outs |
|---|---|---|
| 1 (*School's fault*) | 3 | 4 |
| 2 | 3 | 3 |
| 3 | 7 | 4 |
| 4 | 4 | 4 |
| 5 | 33 | 26 |
| 6 | 10 | 7 |
| 7 | 7 | 8 |
| 8 | 13 | 11 |
| 9 | 5 | 5 |
| 10 (*Dropout's fault*) | 14 | 28 |
| Average (Maximum 10) | (6.2) | (6.5) |

## ACTIVITIES AFTER LEAVING SCHOOL

- Drop-outs were specifically asked what they did in the year after they left school.

- More than one in two drop-outs (55%) worked full-time upon leaving school. This number is significantly higher among males (61%) than females (49%). Another one-quarter of respondents (24%) worked part-time. Almost one in ten (9%) state that they did nothing upon leaving school.

| **What Was/Were Your Major Activity/Activities In The Year After You Left School?** | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Worked full-time | 55 | 61 | 49 |
| Worked part-time | 24 | 24 | 23 |
| Did nothing | 9 | 7 | 10 |
| Had a child | 7 | 1 | 13 |
| Moved away from home | 6 | 5 | 8 |
| Travelled | 4 | 4 | 3 |
| Took courses | 4 | 3 | 6 |
| Went back to school | 3 | 3 | 4 |
| Married | 3 | 1 | 5 |
| Other | 10 | 11 | 9 |

- Among the sub-breaks:
    - those more likely to work full-time include:
        - disinterested self-indulgents (61%)
        - joiner-activists (67%)
        - Toronto region drop-outs (66%)
        - "other south" region drop-outs (61%)
    - those more likely to work part-time include:
        - those aged 15 to 17 (28%)
        - French-speaking drop-outs (48%)
        - "other south" region (31%)
        - north region (38%) and
    - those who were more likely to go back to school are:
        - those who began advanced level programs (6%)
        - Francophones (7%)
        - aggressive achievers (7%).

## OPPORTUNITIES FOR THE FUTURE

### Drop-Outs

- Drop-outs were asked to evaluate their opportunities in several areas as a result of leaving school.

- Those areas where drop-outs are more likely to feel they are no better or worse off for having left school include:

    * social development (better or same 86%)
    * intellectual development (better or same 77%).

- The areas where they view their opportunities to be worse are:

    * choosing a career (worse 42%)
    * possibilities of advancement in your career (37%)
    * the amount of money you can earn (36%)
    * finding a job (33%).

- Drop-outs clearly feel disadvantaged in the workplace as a result of having left school.

- Females compared to males are more likely to view their opportunities as worse in the following areas:

    * choosing a career (Net Difference 11%)
    * the possibilities for career advancement in your career (Net Difference 14%)
    * income (Net Difference 9%)
    * finding a job (Net Difference 9%)
    * intellectual development (Net Difference 7%).

| **Because You Left School, Would You Say Your Opportunities In The Following Areas Have Been Better, The Same Or Worse Than If You Had Graduated From School?** *("Worse" is highlighted)* | % of Respondents | | |
|---|---|---|---|
| | **DROP-OUTS** | | |
| | Total | Male | Female |
| Finding A Job | | | |
| Better | 23 | 27 | 19 |
| Same | 43 | 44 | 42 |
| **Worse** | **33** | 28 | 37 |
| Choosing A Career | | | |
| Better | 23 | 25 | 20 |
| Same | 34 | 37 | 31 |
| **Worse** | **42** | 37 | 48 |
| The Amount Of Money You Can Earn | | | |
| Better | 27 | 29 | 25 |
| Same | 36 | 39 | 33 |
| **Worse** | **36** | 32 | 41 |
| The Possibilities For Advancement In Your Career | | | |
| Better | 23 | 24 | 22 |
| Same | 38 | 44 | 32 |
| **Worse** | **37** | 30 | 44 |
| Your Intellectual Development | | | |
| Better | 25 | 29 | 20 |
| Same | 52 | 52 | 53 |
| **Worse** | **21** | 18 | 25 |
| Your Social Development | | | |
| Better | 26 | 29 | 24 |
| Same | 60 | 58 | 63 |
| **Worse** | **12** | 12 | 12 |

- Drop-outs earning over $20,000 annually are more likely than those earning less to feel that their opportunities relative to the amount of money they earn and opportunities for finding a job and for career advancement have been better as a result of dropping out.

- Those who are more likely to feel that their opportunity for finding a job is worse because they left school are:

  * drop-outs who left during or before Grade 10 (37%)
  * those earning under $10,000 (41%).

- Several groups feel the opportunity with respect to the amount of money they earn has become worse since dropping out. These include:

  * those who were initially enrolled in an advanced program (worse 41%)
  * those who rate the school system excellent or good (40%)
  * those earning under $10,000 (46%)
  * east region (41%)
  * north region (42%).

- Those more likely to perceive that their opportunities for advancement in their career have been worse since they left school are...

  * drop-outs who left school during or before Grade 10 (42%)
  * French-speaking drop-outs (48%)
  * those with a personal income under $10,000 (47%)
  * "other south" region (49%).

- Parents were asked whether they felt their child's future opportunities in many of the same areas were limited or potentially limited because of dropping out.

- Parents, like the drop-outs themselves, view their child's dropping out of school as most limiting in the following areas surrounding career and the workplace:

  * finding a job (74%)
  * income level (74%)
  * career advancement (72%)
  * job choice (69%).

- Even with respect to intellectual (59%) or social (42%) development, a large proportion of parents feel that their child's opportunities have been or could be limited as a result of dropping out.

- Here again, females' opportunities are viewed as more limited than those of males in the work sphere.

| **Do You View Dropping Out Of School As Having Limited Or As Potentially Limiting Your Child's Future Opportunities For...** | % of Parents | | |
|---|---|---|---|
| | Total | Male Drop-Outs | Female Drop-Outs |
| Finding a job | 74 | 71 | 80 |
| His or her income level | 74 | 70 | 81 |
| Career advancement | 72 | 69 | 79 |
| Choosing the job he or she wanted | 69 | 66 | 75 |
| His or her intellectual development | 59 | 57 | 63 |
| His or her social development | 42 | 41 | 44 |

## REGRETS

- Both the qualitative and quantitative phases of the research indicate that drop-outs regret their decision. Qualitatively, we learned that this is due more to perceived limitations of opportunities in the workplace than regret at having missed part of the school experience.

- Quantitative findings confirm this: seventy-three per cent of drop-outs have some degree of regret. Of these, 56% regret dropping out a great deal or somewhat.

- Females are significantly more likely to say they regret leaving school a great deal while males are more likely to say they do not regret dropping out at all.

| Do You Regret Dropping Out... | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| A great deal | 30 | 23 | 37 |
| Somewhat | 26 | 26 | 26 |
| A little | 17 | 16 | 17 |
| Not at all | 27 | 33 | 20 |

- Those more likely to say they regret dropping out a great deal include:
  - * drop-outs who rate the school system as fair or excellent (37%)
  - * those earning under $10,000 (38%)
  - * those in the west region (43%)

## EMPLOYERS' PERSPECTIVES

### Importance Of High School Diploma

- For most employers (three-fourths of those sampled), it is important that prospective employees have a high school diploma, despite the fact the sample of employers was drawn mostly from the unskilled and service sectors.

| In Your Industry Or For Your Business, How Important Would You Say It Is That An Employee Have Completed High School? | % of Employers |
|---|---|
| Very important | 30 |
| Somewhat important | 45 |
| Not very important | 22 |
| Not important at all | 3 |

- Few, one in ten (10%), employers never ask about the education level of a new employee. Two-thirds always ask.

| **When Hiring New Employees, How Often Do You Question Them About Their Level Of Education?** | **% of Employers** |
|---|---|
| Always ask them about their education | 65 |
| Sometimes ask | 18 |
| Occasionally ask | 7 |
| Never ask about their education | 10 |

- Sixty-five per cent of the drop-outs interviewed feel that it is important to have a high school diploma when looking for work. Perspectives of these employers confirm their view.

## Wage Levels

- Although one in five (20%) employers feels that wage levels should be related to performance, more than half (56%) feel that drop-outs should earn the minimum wage. This is reflective both of the value that society places on education, the value that the workplace places on education, and the general perspective that drop-outs are not worth as much as educated people. Few (31%), however, feel drop-outs deserve less than the minimum wage.

| Should High School Drop-Outs Be Paid The Minimum Wage, Less Than The Minimum Wage, Or More Than The Minimum Wage? | % of Employers |
|---|---|
| The minimum wage | 56 |
| Less than the minimum wage | 3 |
| More than the minimum wage | 18 |
| Depends on their performance | 20 |

- However, as has been earlier illustrated in the section demonstrating drop-outs' average earnings, in reality the average wage actually paid drop-outs is higher than minimum wage.

- The table below presents the relative proportion of wages perceived paid by employers to drop-outs. The largest single proportion earns between $5.00 and $5.99 an hour, while the overall average is $6.25 an hour.

| In What Hourly Wage Category Do The Drop-Outs In Your Organization Fall, On The Average? | % of Employers |
|---|---|
| Less than $4.35 an hour | 5 |
| Between $4.35 and $4.99 | 33 |
| Between $5.00 and $5.99 | 34 |
| Between $6.00 and $6.99 | 10 |
| Between $7.00 and $9.99 | 6 |
| Between $10.00 and $14.99 | 8 |
| Over $15.00 an hour | 2 |
| *Average amount paid per hour ($)* | *6.25* |

- In reality, on the average, drop-outs are reported to be paid $0.19 less per hour than graduates.

| And In What Hourly Wage Category Do The Graduates In Your Organization Fall, On The Average? | % of Employers |
|---|---|
| Less than $4.35 an hour | 5 |
| Between $4.35 and $4.99 | 26 |
| Between $5.00 and $5.99 | 25 |
| Between $6.00 and $6.99 | 18 |
| Between $7.00 and $9.99 | 14 |
| Between $10.00 and $14.99 | 7 |
| Over $15.00 an hour | 2 |
| *Average amount paid per hour ($)* | *6.54* |

## Responsibility For Job Training

- Employers believe on the whole that job training should be the role of the employer, rather than the school system. The single largest proportion (43%) feel job training is the employer's responsibility, and one in three (35%) feel it should be the combined responsibility of school and employer.

| Should Job Training Be Mostly The Role Of The School System Or The Role Of The Employer | % of Employers |
|---|---|
| The role of the school system | 19 |
| The role of the employer | 43 |
| Both | 35 |
| Neither | 3 |

# SECTION FOUR
# DROPPING BACK

## WHO IS THE DROP-BACK?

- The claim that drop-outs learn, through personal experience, to value education, is demonstrated by the fact that one in two (49%) drop-outs interviewed returned to school to continue their education either full- or part-time.

- Females (53%) are more likely than males (44%) to say they dropped back.

| After Dropping Out, Did You Ever Go Back To School Or Continue Your Education Either Full-Time Or Part-Time? | % of Respondents | | |
|---|---|---|---|
| | DROP-OUTS | | |
| | Total | Male | Female |
| Yes | 49 | 44 | 53 |
| No | 51 | 55 | 47 |

- The success rate, however, is not high. While three in ten are still in school, forty per cent of drop-backs fail to graduate. A principal from a high school with a very high drop-back rate attributes the failure to graduate to fundamental weaknesses in basic skills and overly high expectations on the part of the drop-back.

| Did You Graduate? | % of Drop-outs who returned to school | | |
|---|---|---|---|
| | DROP-BACKS | | |
| | Total | Male | Female |
| Yes | 30 | 31 | 30 |
| No, still in program | 29 | 24 | 34 |
| No, dropped out | 40 | 44 | 36 |

- Those more likely to graduate are:

  - ages 21 to 25 (39%)
  - those whose parents have attended some university/college (34%)
  - those earning over $20,000 (51%)
  - those living in Toronto (40%).

- Parents of drop-outs also suggest that almost one in two students who have dropped out either return to school and continue their education full- time or part- time or have plans to do so.

- This is not surprising considering earlier findings suggesting that a large proportion of drop-outs are not satisfied with their current level of education.

| After Dropping Out, Did This Child Go Back To School Or Continue His Or Her Education Either Full-time Or Part-time | % of Parents |
|---|---|
| Yes | 39 |
| No | 49 |
| Plans to go in future | 10 |

- The largest single proportion of drop-outs who return to school attend high school (40% of drop-backs and 36% of parents reporting the activity of drop-backs). One in five (22%) take correspondence courses.

| **What Kind Of Program Or What Kind Of School Did You Attend?** | % of Drop-outs who returned to school | | | |
|---|---|---|---|---|
| | **Parents of drop-backs** | **DROP-BACKS** | | |
| | | Total | Male | Female |
| Returned to high school | 36 | 40 | 44 | 36 |
| Correspondence courses | 19 | 22 | 15 | 28 |
| Night school | 11 | 11 | 10 | 11 |
| Community college | 11 | 13 | 14 | 13 |
| Futures/Avenir | 5 | 5 | 7 | 3 |
| An apprenticeship program other than Futures | 4 | 4 | 3 | 4 |
| University | 3 | 2 | 2 | 1 |
| Other | 10 | 15 | 15 | 15 |

## The Drop-back Experience

- Overall, seven in ten (69%) feel that their experience dropping back was better than their initial high school experience.

- The main reasons cited include:

    * the opportunity to work at one's own pace (in correspondence courses),
    * better perception of teachers
    * greater maturity and tendency towards goal-orientation on their part, and
    * a more personalized atmosphere.

| Reasons For Better Experience (Selected) | % of Drop-backs who stated that the experience was better than their previous school experience | | |
|---|---|---|---|
| | Total | Male | Female |
| Can work at own pace/easier/better concentration/own speed | 23 | 20 | 25 |
| I was more mature/more career-oriented/knew what I wanted/had more goals | 20 | 18 | 21 |
| Teachers more concerned/more mature/more dedicated/more helpful | 17 | 18 | 17 |
| More personalized/treated like a person/more adult atmosphere | 15 | 16 | 13 |
| More interesting/extra activities/more choice of subject | 14 | 12 | 15 |
| Gives better preparation for life/for career/more job-oriented | 13 | 13 | 12 |
| Smaller classes/more individual attention | 9 | 8 | 9 |
| Feeling of satisfaction to have gone back and tried again | 4 | 3 | 4 |

## Teaching Drop-backs

- Three in four (77%) secondary teachers interviewed taught drop-backs.

- When asked how the behaviour and attitude of these students differ from those demonstrated previously:

  * Eighty per cent make reference to the fact that drop-backs are more goal-oriented and, as a result of the work experience, more impressed with the value of education. As such, drop–backs, are more enthusiastic, serious, and determined students.

  * Almost half (44%) mention that drop-backs are more confident and mature.

  * One in seven (15%) note that drop-backs tend to be more reliable, hard-working,and better behaved.

- Parents of drop-backs' views tend to complement those expressed by the teachers.

## Paying Drop-backs

- Slightly more than half of the parents interviewed support the idea of payment by the Ministry Of Education for drop-outs who return to school. Support drops among teachers and employers to two in five or fewer.

| In Your View Should Drop-Outs Be Paid By The Ministry Of Education If They Return To High School? | % of Employers | % of Parents | % of Teachers |
|---|---|---|---|
| Yes | 39 | 55 | 32 |
| No | 60 | 42 | 63 |
| No opinion | 1 | 3 | 5 |

# SECTION FIVE
# IMPROVING THE SYSTEM

## KEEPING DROP-OUTS IN SCHOOL

- Drop-outs were asked if any one thing might have kept them in school. One in two indicate that something might have been able to keep them in school. This bodes well for future trends relative to drop-outs, since it suggests that changes in the school system might result in a higher rate of student retention.

| **Was There Any One Thing That Might Have Kept You In School?** | % of Respondents | | |
|---|---|---|---|
| | **DROP-OUTS** | | |
| | Total | Male | Female |
| Yes | 51 | 48 | 53 |
| No | 49 | 51 | 47 |

- Drop-outs who are more likely to feel that something might have kept them in school include:
  - those in advanced level programs (56%)
  - those from the east region (58%)

- Asked what might have kept them in school, clearly a teacher's involvement, encouragement, and extra help would have been instrumental in keeping many drop-outs in school.

- Course selection is also a major factor, while encouragement to stay at school from family and friends is cited as something that might have kept drop-outs in school.

| Was There Any One Thing That Might Have Kept You In School? (Selected) | % of Drop-outs who indicate that one thing could have kept them in school | | |
|---|---|---|---|
| | Total | Male | Female |
| Teacher's encouragement/ friendlier teachers / more caring teachers / better teachers | 24 | 23 | 25 |
| The chance to choose courses that interested me | 22 | 26 | 19 |
| Extra help from teachers / If teachers were willing to help students with difficulty / more individual attention | 16 | 12 | 19 |
| Encouragement from family | 14 | 10 | 16 |
| Financial help/if paid to go to school | 11 | 14 | 8 |
| Encouragement from friends | 9 | 7 | 11 |
| The chance to work and study at the same time | 8 | 8 | 8 |
| If I was more mature / confident /settled / happy / less emotional | 5 | 3 | 6 |
| More co-op style programs | 4 | 4 | 3 |
| If I had not had a baby / had not left home | 4 | 1 | 6 |
| If school was more interesting / less repetitious | 3 | 2 | 4 |
| Support from vice-principal / principal | 2 | 3 | 1 |
| If my social life was better | 2 | 2 | 2 |
| If there was less chance for drugs and partying | 2 | 2 | 2 |

- Drop-outs who are more likely to say that a teacher's encouragement would have kept them in school include:
    * those aged 21 to 25 (27%)
    * those enrolled in basic, technical, or vocational programs (30%)
    * those who rate themselves as fair or poor students (31%).

- Drop-outs who are more likely to say extra help from teachers would have kept them in school include:

    * those aged 21 to 25 (18%)
    * those enrolled originally in basic, technical, or vocational programs (26%).

- Drop-outs who were more likely to say that they would have stayed in school had they had the opportunity to choose courses of interest include:

    * those who rank themselves as fair or poor students (26%)
    * day to day watchers (25%).

- Drop-outs more likely to say encouragement from family would have kept them in school include:

    * those who ranked the school system as excellent/good (19%)
    * those who are earning under $19,000 (19%).

## CHANGING THE SYSTEM

- Drop-outs were asked on an unaided basis to suggest ways that they would change the system so that it would be better for someone like themselves. The following table presents their suggestions.

- Their recommendations are primarily oriented to teachers. One in two (47%) overall suggests changes relative to teachers themselves. The most important things drop-outs would like to see changed vis-à-vis teachers include:

    - * more caring/friendlier/have a better relationship with students (16%)
    - * more available to give extra help/should help students who are having difficulties (10%).

- Subject and course changes are mentioned by about one in three (36%) drop-outs. Their suggestions include:

    - * courses should be more interesting/there should be more variety in courses (15%)
    - * courses should be more job-oriented/more real-life oriented (13%)
    - * there should be more opportunities to work and study at the same time (7%).

- It is interesting to note that (13%) feel that the system should not change, and that it was them that had to change.

- One in ten (12%) drop-outs make reference to decreased class sizes or more individualized attention.

| **How Would You Change The System So That It Would Be Better For Someone Like You?** (Selected) | % of Drop-Outs | | |
|---|---|---|---|
| | Total | Male | Female |
| Teachers should be more caring/should have a better relationship with students/should spend more time with students/be nicer/be friendlier | 16 | 14 | 17 |
| Subjects or courses should be more interesting/more variety | 15 | 16 | 13 |
| Make courses more job-oriented/learn more about real life/more useful/more relevant/more computers/computer subjects | 13 | 12 | 13 |
| The system was all right/it was me that had to change/don't change anything | 13 | 12 | 13 |
| Smaller classes/more teachers/more individual attention/geared to individual needs/let students work at own pace | 12 | 9 | 15 |
| Teachers should be more available to give extra help/should help students with difficulty | 10 | 9 | 12 |
| Shorten semester/classes/length of school year | 8 | 8 | 8 |
| Better teachers | 8 | 7 | 8 |
| Have fewer rules and regulations | 7 | 8 | 7 |
| More opportunities to work and study at the same time/more co-op programs | 7 | 7 | 7 |
| Teachers (any other mention) | 7 | 6 | 8 |
| More optional subjects/more choices | 6 | 7 | 5 |
| More counseling/more guidance | 5 | 3 | 7 |
| Teachers should treat all students equally/not help just top students | 3 | 2 | 4 |
| Teachers should lecture less/should change their teaching style/should be less book-oriented/better teaching methods | 3 | 2 | 4 |

- Teachers were also asked to suggest ways in which the drop-out problem might be alleviated. Teachers call for:

  * more guidance counseling (27%)
  * more relevant courses (25%)
  * lower class size/more individual attention/hire more teachers (24%)
  * help student feel good about his or her self-esteem (21%)
  * better communication between home and school (14%)
  * more job/career awareness/teach about "real world" (14%)
  * more help for slow learners/more extra help (13%)
  * improve the quality of teaching (11%).

| What, In Your View, Might Be Done To Help Alleviate The Drop-Out Problem? (Selected) | % of Teachers | | |
|---|---|---|---|
| | Total | Elementary | Secondary |
| More guidance/counseling | 27 | 26 | 28 |
| More relevant courses/more interesting courses for these students/gear programs to them/less academics/less emphasis on the basics/on academics | 25 | 20 | 29 |
| Lower class size/more individual attention/hire more teachers | 24 | 29 | 21 |
| Raise self-confidence/self-esteem/help student feel good about himself or herself | 21 | 26 | 17 |
| More job/career awareness/teach about "real world" | 14 | 10 | 16 |
| Better communication between home (parents) and school | 14 | 13 | 16 |
| Assistance or help for slow learners/more extra help | 13 | 10 | 15 |
| Improve quality of teaching | 11 | 13 | 10 |
| Adapt teaching methods to these students - more "hands on" activities/less book reading and lecturing | 9 | 7 | 10 |
| Teach social values/values education/value of education | 9 | 12 | 8 |
| Increase co-op type courses/more field experience/opportunities to work and study at same time | 8 | 5 | 10 |
| More special education/identification of learning disabilities | 7 | 7 | 7 |
| More discipline/stricter rules/greater expectations/give students more responsibility | 7 | 4 | 10 |
| More emphasis on the basics | 5 | 4 | 5 |
| Improve quality of basic level teaching | 5 | 4 | 6 |
| Improve quality of general level teaching | 5 | 4 | 5 |
| Change methods of evaluation/change methods of examination | 5 | 8 | 3 |
| Better teachers | 5 | 5 | 5 |

- Comments made by parents suggest also that more involvement by teachers and school staff would have helped their child succeed:

  * teachers should be more caring/have a better relationship with students (19%)
  * teachers should be more available (15%)
  * more counseling/more guidance facilities (11%).

| What Could The School System Have Done Differently That Might Have Helped Your Child Succeed And /Or Enjoy School? (Selected) | % of Parents |
|---|---|
| Teachers should be more caring/should have a better relationship with students/should spend more time with students/be nicer/be friendlier/be more involved | 19 |
| Teachers should be more available to give extra help/should help students with difficulty | 15 |
| More counseling/more guidance facilities | 11 |
| More discipline/higher expectations/don't let student skip classes | 10 |
| Smaller classes/more teachers/more individual attention/geared to individual needs/let students work at own pace | 9 |
| The system shouldn't change; the student should | 9 |
| Subjects/courses more interesting/more variety | 9 |
| More trade subjects, auto mechanics, etc. more hands on subjects/Make courses more job-oriented or career-oriented/learn more about real life/more useful/more relevant/more practical/more computers/computer subjects | 8 |
| Better teachers/teachers (any other mention) | 7 |
| More help to slower learners/less pressure on slow learners | 6 |
| Raise self-esteem of student/self-confidence of student/make him or her feel better about self | 6 |
| Better communication between parents (home) and school | 5 |
| Teachers should lecture less/should change their teaching style/should be less book-oriented/better teaching methods | 4 |
| Control drugs and alcohol | 3 |
| More special education/identify learning problems | 3 |

## Summary

- The chart below compares the first five recommendations of drop-outs, teachers, and parents regarding means of improving the system to better accommodate the potential drop-out.

| DROP-OUTS | TEACHERS | PARENTS |
|---|---|---|
| More involved teachers | More guidance | More involved teachers |
| More interesting subjects | More relevant courses | Better availability of extra help |
| More relevant/job-oriented courses | Smaller class size | More guidance |
| I had to change, not the system | Self-esteem | More discipline |
| Smaller class size | Career awareness | Smaller class size |

- Recurring themes, then, are smaller class sizes, more teacher involvement in a student's progress, a sense of success at school, more relevance of subject matter, and more guidance facilities.

# APPENDIX

# SELECTED VERBATIM RESPONSES

A. SECTION 2, QUESTION 2b (Drop-Outs)

*Why do you say that the time you spent in high school was fair or poor?*

- They teach you a lot of useless things.

- They didn't care whether you succeeded or not. They were just there to make a buck.

- There was a lot missing. There was only one way of teaching. I kind of got lost and bored with it.

- They just don't really pay attention to you.

- They don't gear you for any specific goal.

- I wish I'd had more contact with teachers. They teach a whole class instead of teaching individuals.

- There's not enough individual attention, so kids slack off.

- The teachers have an attitude that it's your problem, not theirs.

- They couldn't explain their own subject. Very few could really teach and were dedicated to their career.

- They didn't care if you were there or not. They should have.

- The teachers don't care if a student succeeds or not.

- They didn't care about helping someone in trouble.

## B. SECTION 2, QUESTION 2B (Drop-Outs)

### *Why did you say that the school system is not geared to help someone like you?*

- They know what they want to tell you. When I went to school you were there to sit and shut up and that was that. They don't tell you stuff that will be used in the real world.

- Things I want to learn are not offered in the school system: metaphysics, philosophy. I don't like socializing either. There were too many people. I like a one-to-one relationship with teachers. The class sizes are too big.

- Because I'm not smart, but I'm not a slow learner. So the school scene was hard on me.

- Because I need a teacher who's tough and I need one that could help me. I need a teacher who can kick me. My guidance teacher was the only one who understood me. I don't mean literally kick me, but push me to work.

- The teachers weren't there for me. I was an A student, but I didn't like their attitude. They didn't care.

- It gave me no sense of reality. University woke me up. High school did not satisfy my needs.

- I was an independent person, but there was no room in the public school system for people like me.

- I was a top student but the classes were too slowly paced. I became extremely bored. No one did anything in class. I did the work and then had nothing to do.

- Cause no one's geared to help 'Joe Smith' try it.

- I told you before. The school stinks. It's just for the top students, not guys like me who need to know about the real world out there.

- Because they don't carefully watch the students' attendance and the quality of the work they are producing and they pass people that sometimes can't read or write.

- I learn better on the job than I do out of a book. My mental ability is not like the average student.

- Because it's boring. You never get the chance to learn about the real world. You should be working on the job in classes, rather than from a book.

- I'm too non-conformist, and in the school system if you don't fit it's "the hell with you". The alternative schools are excellent. Anyone who is out of the ordinary will benefit from them. They have smaller classes, one-on-one, more creativity.

- In Grade 7, all teachers tried to do is put me into a vocational school and when my parents refused, they lost all interest in me. They refused to teach me.

- Because they're only geared to help the top learners and slow learners. The students in the middle are left alone to work things out themselves.

- Too many rules. The rules at school weren't realistic, like real life. Teachers weren't like real people. They were non-emotional.

- The school wasn't forceful enough. I was the type not to show up for classes and the system never came after me and never disciplined me.

- Teachers just don't seem to care about slow learners; they only care about the top mark, "Grade A" students. They don't encourage you if you can't understand. They don't have enough time.

- If you were dyslexic and not discovered, you were done for. School is geared to learning skills. If they were poor, you were done for.

- I needed teachers who were patient.

- I'm not smart, so the school system ignored me.

- I needed individual help and there was none available.

- I was 21 years old and too old to be in high school. I felt out of place sitting with a bunch of kids.

- I went through school with very high marks and found the work unchallenging.

## C. SECTION 4, QUESTION 2 (Drop-Outs)

*Why did you leave school?*

- It was just to get out and get a feel of people who cared, and be where people could answer questions honestly. Not teachers who didn't care about students. After all, we are the men of tomorrow. That sums it up. Well, maybe teachers could be taught when they're in school how to deal with young people and to be sure their students are learning.

- I left because of the lack of interest from the teachers and to get a job. To earn money and enjoy life. To get a trade and be independent. There was no encouragement to learn more. And most of all, I wanted teachers that could teach.

- I left because I had to work. There were a lot of arguments at home so I moved out and needed money.

- Teachers, they were goofs.

- I was not learning. I learn better on the job. I wasn't enjoying my learning experience.

- Because of total and complete boredom. Because I am a hyper person who can't sit at a desk very long. My home life was really bad and I needed money at the time. Instead of turning to crime, I decided to get a job.

- Because of work. I got an apprenticeship in a trade. It was the career of my choice and I took the opportunity. I didn't have any other reasons.

- I couldn't handle it. Teachers were always on my back because I didn't have my work done. They showed a lot of rejection. I thought a job was more important to me.

- I left to find a job. To make money. Just to look for any job. Nothing specific at the time. I wasn't doing very good and was in trouble all the time. I was depressed because I wasn't doing very good.

- So I could work. This was the only reason.

- I don't like it. I never liked the classes or teachers or homework or anything about school, except my friends.

- My main reason was the pressure was incredible. They pushed you too hard. If you failed an exam, they dumped on you and they didn't show you where you went wrong. They treated me like a grade school kid, like you're in Grade 1.

- My vice-principal. I was absent and accused of skipping, but I was absent because of a death in the family.

- To help support the family financially. I was very shy and I did not want to go.

- I didn't have enough credits and didn't want to go to school to obtain them. I'd been there too long.

- Because of a general lack of interest in school and the way the system was set up. I was bored and frustrated.

- I was bored with all aspects of school. Now I realize that I was a stupid kid.

- The teachers had been on strike and I started to work with my father. After school began again I decided to quit and work.

- I became frustrated and gave up.

- I became bored and tired of the subjects. I felt the working world had more to offer.

- There was a strike and so I took a job. I liked it and did not want to return to school. There were better opportunities outside of school.

- We moved to Alberta. I missed exams here and was late entering school out there. My parents were getting a divorce.

- There was nothing in it for me. I felt I could do better working.

- I wasn't interested in the schoolwork. I wanted to work rather than attend school. I only needed Grade 9 to become a hairdresser.

- It was a boring place to be. I was frustrated with academic subjects.

- I didn't find I was getting anywhere. I moved from Quebec to North Bay and couldn't adapt. I didn't try. I started Grade 6 here. The system was too different. The subjects were taught differently. I had to "say" math instead of writing it down. I didn't care anymore. I didn't like junior high. Grades 9 and 10 were okay, but I was too far behind.

- I was bored. I felt too old with the other students.

- I was learning nothing. I wanted to get out and experience things.

- Being insulted - actually hit by a teacher. By that time I was already fed up and wanted to leave school. So it was a good excuse to leave. Teachers treat you like a kid.

- I got tired of the same thing over and over. I had to repeat Grade 9 because I failed English. I went one day and quit.

- Boredom. Then, at that time, I thought I would rather work.

- To get experience and work. To see what's out there and what's available. And boredom. School seemed to drag. It was repetitious.

## D. SECTION 4, QUESTION 7 (Drop-Outs)

*How would you change the school system so it would be better for someone like yourself?*

- Teachers should stop lecturing and teach. It gets boring.
- Teachers should not throw their power around, but should have better relations with students. They should show more interest in what the student is trying to do in life.
- Teachers should have more patience and understanding.
- There should be more courses that you can use after graduating, like computers and co-op. History and geography you don't use.
- You should be able to take different subjects every year so you don't get bored.
- Let students work at their own pace.
- Have special teachers help students one-on-one to help with their learning.
- Have people in school system with more compassion and understanding of life situations. Financial assistance. Money is the common denominator for students who are too poor to continue and need to work.
- Allow cigarettes in class.

## SECTION 1, QUESTION 10A (Parents)

*Why did your child leave school?*

- He was bored. There wasn't help with the subjects. He wasn't learning what he wanted. The things he knew were repeated, while what he wanted to learn he couldn't get help in.

- They did absolutely nothing to keep her in school. They put her in advanced classes and her grades started to go way down. Her mother and I had no contact or phone calls from the school - it was three months before they told us my daughter was not in school.

- He didn't know what he was doing in Grade 9. He was lost and didn't know what to do. He had a Grade 6 level for Grade 9.

- We were having family problems and she wanted to work full-time and was depressed.

- He was interested in finding a job.

- She got mixed up with a guy who thought he knew it all. He was on drugs.

- He was bigger than the other students. He was shy because of this.

- He didn't like the homework and lost patience with the lack of interest from teachers.

- Because he couldn't cope. He has a learning disability.

- He wasn't learning anything. He wasn't at the level he wanted to be at by the time he got that far.

- I moved out to Parkdale. She was very happy with her old school. Students at the new school were on drugs and she didn't fit in so she went to work.

- He was told by the principal that he could leave school when he reached 16. When I called the principal, he said that he had no room for my son and that he'd signed himself out.

- It was a rebellion against the home.

- He thought he was smarter than the teachers.

- He thought it was a waste of time. He liked working.

- He wanted to start his apprenticeship. He was bored.

- What she learned in Grade 9 she was also taught in Grade 10 and 11. She became bored with it all. There were no challenges.

- The teachers put too much pressure on her because she was an honour student. They pushed her where they wanted her to go or be. She didn't want that. She wanted to make up her own mind.

## SECTION 1,QUESTION 18A (Parents)

*What could the school system have done differently that might have helped your child succeed and/or enjoy school?*

- By showing her what she can do with academic subjects.

- With smaller classes and more attention to slow learners.

- By being more personable, more involved with the students.

- Not pushing him, when he didn't have the grades.

- Talk about the future.

- Make school more interesting with better teachers and fewer students per teacher.

- Improve the communication between parent and school. Let parents know when a child has a problem.

- With more technical, hands-on working instead of head.

- Work on self-esteem.

- More discipline. Force them to go to school.

- Check to see if a child is sliding. Watch the skipping. Being yelled at by a principal is no help.

- More open-mindedness in some teachers.

## SECTION 1, QUESTION 2A (Teachers)

*What do you consider to be the major cause or causes of the drop-out problem?*

- I think that students perceive that if they go through school, they do not benefit in terms of employment. They look for apprenticeship or trade opportunities.

- The education system doesn't meet the needs of the students in terms of subjects taught and teaching methods.

- There are many different reasons. Mainly, school is not interesting to them. Some are not very good and they give up too easily.

- The major cause of dropping out is that they have academic difficulties. They have problems learning. They are in the wrong program, causing them to feel misplaced and inadequate. Students have a poor attitude regarding school. They have no work habits and no ambition to learn.

- Kids take part-time jobs and they enjoy the money and freedom and school is not important anymore. The kids that drop out want fun and that's it.

- Lack of motivation in the students themselves and inadequate facilities. A high teacher-pupil ratio and lack of funding.

- Lack of motivation and interest on the part of the student. Students get discouraged when they fail a class.

- Other interests, such as working. They need independence and want to make money quickly.

- The major cause of the drop-out problem is lack of interest and lack of motivation. They don't care for the subjects being taught. They have no interest. They may be working at a job and making a lot of money and think that it will always be like that. They find out later that it's not.

- Students don't care for their courses.

- Students need to work. Teachers aren't stimulating enough. They should make classes more interesting and inspire participation.

- ...bad attitudes of the students due to a lack of interest or poor guidance from the home, where parents deny there is a problem or refuse to help the student. The kids place a high value on monetary gain rather than getting a good education. They drop out to get a job. Also, peer pressure at school and by others outside of the classroom who might already have dropped out.

- Attitude problems. Students enter Grade 9 knowing they don't intend to finish, not because they can't handle it, but due to their lack of effort. The system has failed earlier on in elementary school to provide the student with the necessary help.

- It's too easy to get welfare. Too hard to get into university.

## SECTION 1, QUESTION 9 (Teachers)

### *What would you do to alleviate the drop-out problem?*

- We need more relevant updated courses, geared to the real world, not Shakespeare because it's geared to smarter students. We need more technical, updated courses.

- We have to help kids find their needs and help them find good careers. We have to provide them with a good basic background. We have to return some energy and social values. We have to tell them what it is they are doing and why it's important.

- We have to try to give them more self confidence so that they feel better about themselves.

- I'd like to have the student see the school as more of a family service and the school give more family security, like a home.

- We need smaller classes and more special education teachers and training.

- We need better student-teacher relations. We need more guidance counsellors and more job awareness.

- We need more practical work. Co-op education for all students and field experience.

- As soon as a student is identified as a potential drop-out he needs special counseling. He should be exposed to different role models.

- Don't let students take part-time jobs until they're in Grade 12. It gives them a chance to make money and they loose interest in school.

- There should be more discipline starting at the elementary level.

- More emphasis should be placed on educating students about the importance of education.

- There should be more programs of interest to students who are bored.

- Spend more money on education. Hire more teachers.

- Lower class sizes and more individualized attention.

- Put more responsibility on the students.

- Change courses in high school. Make them more practical. First of all, I think a test could be given to students in guidance in order to spot potential drop-outs, then, these students should be placed in special, more practical courses.

# QUESTIONNAIRE

6-0
7-1
8-
9-
10-

____ ____ ____ ____ ____
1 2 3 4 5

**PROJECT #877019** (Drop-Outs And Graduates)

**GOLDFARB CONSULTANTS**

Good morning/afternoon/evening. My name is ____________________ of Goldfarb Consultants, a research firm specializing in many types of consumer and opinion research. We are conducting a study regarding education in Ontario and would appreciate a few minutes of your time. We are not selling anything. We are simply interested in your attitudes and opinions.

A. First, do you or does anyone in your household work for ... *(READ LIST)*

| | Yes | No |
|---|---|---|
| An advertising agency | ☐ | ☐ |
| A newspaper/magazine | ☐ | ☐ |
| A radio/television station | ☐ | ☐ |
| A market/opinion research firm | ☐ | ☐ |

**IF 'YES' TO ANY OF THE ABOVE, TERMINATE.**

B. In our studies, we like to talk to different kinds of people about their opinions and experiences. For this particular study, we first want to talk with people between the ages of 15 and 24. Do you fall into this age group?

Yes ☐

No ☐ ASK TO SPEAK TO SOMEONE WHO IS 15 - 24. RE-INTRODUCE YOURSELF IF NECESSARY. IF THERE IS SOMEONE IN HOUSEHOLD WHO IS 15 - 24, BUT THEY ARE NOT HOME, ARRANGE TO CALL BACK AT A CONVENIENT TIME.
IF NO ONE IN HOUSEHOLD IS 15 - 24, SKIP TO Q 5

C. Is your first language French or English?

French ☐ 11-1 USE FRENCH QUESTIONNAIRE IF YOU HAVE BEEN ASSIGNED A FRENCH QUOTA

English ☐ 2

## SCREENER FOR DROP-OUTS OR GRADUATES

1. Did you attend secondary school in Ontario, either at a vocational, secondary or collegiate institute?

Yes ☐ 12-1

No ☐ 2→ **ASK IF THERE IS ANOTHER HOUSEHOLD MEMBER AGED 15 - 24 WHO ATTENDED SECONDARY SCHOOL IN ONTARIO.**

**IF 'YES', RE-INTRODUCE YOURSELF AND PROCEED.**

**IF 'NO', SKIP TO Q. 5**

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2. **Was this a separate, public or private secondary school?**

Separate ☐ 13-1
Public ☐ 2

Private ☐ 3→ **ASK IF THERE IS ANOTHER HOUSEHOLD MEMBER AGED 15 - 24 WHO ATTENDED A SEPARATE OR PUBLIC SECONDARY SCHOOL IN ONTARIO.**

**IF 'YES', RE-INTRODUCE YOURSELF AND PROCEED.**

**IF 'NO', SKIP TO Q. 5**

3a) **And what was the last grade you completed?**

Less than Grade 9 ☐ 15-1 → **QUALIFIES FOR DROP-OUT QUOTA. CHECK SEX QUOTA IN Q.4, AND PROCEED TO APPROPRIATE QUESTIONNAIRE**

Grade 9 ☐ 2 →
Grade 10 ☐ 3 →
Grade 11 ☐ 4 →

---

Grade 12 ☐ 5→ **GO TO Q.3b**
Grade 13 ☐ 6→ **GO TO Q.3b**

3b) Did you graduate or receive a diploma?

Yes ☐ 16-1→ **QUALIFIES FOR GRADUATE QUOTA. CHECK SEX QUOTA IN Q.4, AND PROCEED TO APPROPRIATE QUESTIONNAIRE**

No, still in school ☐ 2→ **SKIP TO Q. 5a)**
No, other reason ☐ 3→ **SKIP TO Q. 5a)**

4. Respondent is ...

Male ☐ 17-1 Female ☐ 2

5. **ASK Q. 5 ONLY IF NO ONE IN HOUSEHOLD QUALIFIES FOR GRADUATE OR DROP-OUT QUOTAS.**

a) Is anyone in your household a teacher?

Yes ☐ 18-1 **ASK TO SPEAK TO THE TEACHER. RE-INTRODUCE YOURSELF IF NECESSARY, AND PROCEED WITH SCREENER ON TEACHER QUESTIONNAIRE**

No ☐ 2 **ASK Q. 5b)**

b) Is anyone in your household a parent of someone who is over the age of fifteen. (The 'child' does not need to still reside in the household)

Yes ☐ 19-1 **ASK TO SPEAK TO THE PARENT. RE-INTRODUCE YOURSELF IF NECESSARY, AND PROCEED WITH SCREENER ON PARENT QUESTIONNAIRE**

No ☐ 2 **TERMINATE**

**IF NO ONE IN HOUSEHOLD QUALIFIES FOR ANY QUOTA, READ 'REFERRAL QUESTION' ON NEXT PAGE**

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## REFERRAL QUESTION

It appears from your answers, that no one in your household is the type of person we are looking for for this particular study. As I said, we are looking primarily for young people between the ages of 15 and 24 who fit into one of several categories.

First, we are looking for young people who graduated from high school.

Second, we are looking for young people who decided to leave high school or drop out before completing their high school education.

And finally, we are looking for young people who dropped out of high school, and later went back to school, or went on to further their education.

Would you be able to refer us to any young people who fit any of these descriptions? We are especially interested in people who fit into one of the latter two groups.

Yes ☐ No ☐

Which category does that person fit?

- Graduated high school ☐
- Dropped out of high school ☐
- Dropped out, but later went back to school ☐

**CHECK QUOTAS.**
**IF QUOTA IS FULL, THANK RESPONDENT AND TERMINATE.**
**IF QUOTA IS NOT FULL, ASK FOR NAME AND PHONE NUMBER OF REFERRAL.**

NAME OF YOUNG PERSON BEING REFERRED ____________________

PHONE # OF YOUNG PERSON BEING REFERRED ____________________

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## QUESTIONNAIRE FOR DROP-OUTS (NON-GRADUATES)

## SECTION ONE

Before we begin to discuss the education system in Ontario, I'd like to ask you a few general questions about yourself. First, I'd like to ask you some general questions about your immediate family.

1. Could you please describe for me the make-up of your immediate family, that is, the family you lived with when you were in school. For example, did you live with both parents, brothers, sisters, etc.

*(DO NOT READ)* *(CHECK ALL THAT APPLY)*

| | |
|---|---|
| Mother, (single parent) | ☐ 20- Y |
| Father, (single parent) | ☐ X |
| Both parents | ☐ 0 |
| Step-mother and father | ☐ 1 |
| Step-father and mother | ☐ 2 |
| Brothers step-brothers | ☐ 3 |
| Sisters step-sisters | ☐ 4 |
| Both brothers step-brothers and sisters step-sisters | ☐ 5 |
| Raised in foster homes | ☐ 6 |
| Other ______________ (specify) | ☐ 7 |

2a) How many sisters, step-sisters, brothers or step-brothers do you have in total?

*(DO NOT READ)*

| | | |
|---|---|---|
| None | ☐ 21-0 | **SKIP TO Q. 2c)** |
| One | ☐ 1 | |
| Two | ☐ 2 | |
| Three | ☐ 3 | |
| Four | ☐ 4 | |
| Five | ☐ 5 | |
| Six | ☐ 6 | |
| More than six | ☐ 7 | |

2b) And, among these brothers and sisters, were you the oldest, youngest, near the oldest, near the youngest or in the middle?

*(CHECK ONE ONLY DO NOT READ)*

| | |
|---|---|
| Oldest | ☐ 22 1 |
| Youngest | ☐ 2 |
| Near the oldest | ☐ 3 |
| Near the youngest | ☐ 4 |
| Middle | ☐ 5 |

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**2c) And what was the highest level of education obtained by various members of your family? *(READ LIST)***

| | Elementary | Grade 8 | Some high school | Completed high school | Some college or university | Completed college or university | Still in school | Does not apply |
|---|---|---|---|---|---|---|---|---|
| **Mother/step-mother** | ☐23-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| **Father/step-father** | ☐24-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| **Brothers/step-brothers** | | | | | | | | |
| **Brother One** | ☐25-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| **Brother Two** | ☐26-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| **All sisters/step-sisters** | | | | | | | | |
| **Sister One** | ☐27-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| **Sister Two** | ☐28-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| **Other** __________ (specify) | ☐29-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |

3. Now I'm going to read you a list of things people sometimes discuss as a family. When you were growing up, how often did you discuss each? Was it often, sometimes, seldom or never?

| | Often | Sometimes | Seldom | Never |
|---|---|---|---|---|
| Working or careers | ☐30-1 | ☐2 | ☐3 | ☐4 |
| Hobbies | ☐31-1 | ☐2 | ☐3 | ☐4 |
| School work | ☐32-1 | ☐2 | ☐3 | ☐4 |
| Goals in life | ☐33-1 | ☐2 | ☐3 | ☐4 |

(DO NOT READ)

Didn't have these discussions as a family ☐34-1

4a) Now, I'd like to ask you some questions about your goals or aspirations in life. I'm going to read through a list of personal goals some people have. As I read through the list, please tell me whether each is very important, somewhat important, not very important or not important at all to you. I'll start with ...

| *(ROTATE)* | Very important | Somewhat important | Not very important | Not important at all |
|---|---|---|---|---|
| Having children or raising a family | ☐35-1 | ☐2 | ☐3 | ☐4 |
| Having an interesting job | ☐36-1 | ☐2 | ☐3 | ☐4 |
| Getting married/having a happy marriage | ☐37-1 | ☐2 | ☐3 | ☐4 |
| Owning a home | ☐38-1 | ☐2 | ☐3 | ☐4 |
| Earning lots of money | ☐39-1 | ☐2 | ☐3 | ☐4 |
| Having good friendships | ☐40-1 | ☐2 | ☐3 | ☐4 |
| Being an individual | ☐41-1 | ☐2 | ☐3 | ☐4 |
| Being well-educated | ☐42-1 | ☐2 | ☐3 | ☐4 |
| Partying and having fun | ☐43-1 | ☐2 | ☐3 | ☐4 |
| Being outstanding in your work | ☐44-1 | ☐2 | ☐3 | ☐4 |

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4b) Now, as I read through another list, please tell me how satisfied you are with various aspects of your life. Are you very satisfied, somewhat satisfied, not very satisfied or not satisfied at all with each item I mention. Let's start this time with ...

*(ROTATE)*

| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | (DO NOT READ) Not applicable |
|---|---|---|---|---|---|
| Your level of education | ☐ 45-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Your work life | ☐ 46-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The way you spend your leisure time | ☐ 47-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to travel and do interesting things | ☐ 48-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Life in general | ☐ 49-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

4c) Now, I'd like you to describe yourself. As I read through a list of words, tell me how well each describes you. Place yourself on a one-to-ten scale in which a "one" means the word does not describe you at all, and a "ten" means it describes you exactly. Where on this one-to-ten scale would you put yourself? Lets start with ...

*(ROTATE)*

| | Not at all like me | | | | | | | | | Exactly like me | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Well-organized | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (50) |
| Hard-working | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (51) |
| Knowledgeable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (52) |
| Self-confident | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (53) |
| Mechanically-inclined | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (54) |
| Punctual | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (55) |
| Curious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (56) |
| Responsible or reliable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (57) |
| Shy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (58) |
| Individualistic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (59) |
| Ambitious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (60) |
| A leader | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (61) |

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## SECTION TWO

Next, I'd like to ask you some questions about your views regarding the school system in general, and your experiences as a student.

1. First, would you say overall that schools in Ontario are doing an excellent job, a good job, a fair job or a poor job?

| | |
|---|---|
| An excellent job | ☐ 62-1 |
| A good job | ☐ 2 |
| A fair job | ☐ 3 |
| A poor job | ☐ 4 |

2a) Now, I'd like you to think about your experiences at secondary school in Ontario would you say that overall the time you spent in high school was excellent, good, fair or poor?

| | |
|---|---|
| Excellent | ☐ 63-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

2b) Why do you say this?

____________________________________________________ 64-

____________________________________________________

____________________________________________________ 65-

____________________________________________________

3. Now I will read through a list of various topics related to high school. As I read through the list, please tell me how satisfied you were with each. Were you very satisfied, somewhat satisfied, not very satisfied or not satisfied at all with each of the aspects of the school system? ...

*(ROTATE CHECK ONE ONLY)*

| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | *(DO NOT READ)* Not Applicable |
|---|---|---|---|---|---|
| The quality of teachers | ☐ 66-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The types of subjects offered | ☐ 67-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to learn about a job or career | ☐ 68-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The availability of extra help from teachers | ☐ 69-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The credit system | ☐ 70-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The availability and quality of guidance counselling | ☐ 71-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Class size | ☐ 72-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

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| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | *(DO NOT READ)* Not Applicable |
|---|---|---|---|---|---|
| The rules students must follow concerning student behaviour | ☐ 73-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to "be yourself" and develop as an individual | ☐ 74-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Your relationships with other students | ☐ 75-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The division of programmes into advanced, general and basic levels | ☐ 76-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The length of each class in minutes | ☐ 77-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The semester system | ☐ 78-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The number of compulsory courses, or courses you had to take | ☐ 79-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to work and study at the same time | ☐ 80-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The degree to which teachers were interested in each student | ☐ *11-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Methods of testing and evaluating students | ☐ 12-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to present your own viewpoint | ☐ 13-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to learn about the real world | ☐ 14-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

4a) In your view, what type of student benefits most from school? Would you say the school system is geared towards all students, or that it is mostly aimed at students with top marks, slow leaners or both, or students in the middle range?

| | | |
|---|---|---|
| All students | ☐ 15-1 | **GO TO Q.5a** |
| Top marks | ☐ 2 | |
| Slow learners | ☐ 3 | |
| Both top marks and slow learners | ☐ 4 | |
| Student in the middle range | ☐ 5 | |
| Other ________ (specify) | ☐ 6 | |

*CARD 2

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4b) And who is the school system least geared to help ...

*(READ)*

Students with top marks ☐ 16-1
Slow learners ☐ 2
Both students with top marks and slow learners, or ☐ 3
Students in the middle range ☐ 4

5a) Would you say the school system is geared to help someone like you?

Yes ☐ 17-1 GO TO SECTION 3
No ☐ 2

5b) Why not? *(PROBE FULLY)*

________________________________________ 18-

________________________________________

________________________________________ 19-

________________________________________

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## SECTION THREE

1. When you were a high school student, which subjects ...

   a) did you particularly like ?

   b) and, (at the risk of repeating yourself), which subjects did you do well in?

   c) Which subjects did you particularly dislike?

   d) and were there any subjects you had particular difficulty with?

   e) and did you actually fail any subjects in high school?

   *(DO NOT READ LIST. CHECK ALL THAT APPLY)*

| | 1a) Subjects liked | 1b) Did well | 1c) Subjects Disliked | 1d) Did poorly | 1e) Subjects Failed |
|---|---|---|---|---|---|
| Art | ☐ 20-Y | ☐ 22-Y | ☐ 24-Y | ☐ 26-Y | ☐ 28-Y |
| Auto Mechanics | ☐ X | ☐ X | ☐ X | ☐ X | ☐ X |
| Computer Science | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 |
| English | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 |
| Family Studies | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 |
| French | ☐ 3 | ☐ 3 | ☐ 3 | ☐ 3 | ☐ 3 |
| Geography | ☐ 4 | ☐ 4 | ☐ 4 | ☐ 4 | ☐ 4 |
| Grammar | ☐ 5 | ☐ 5 | ☐ 5 | ☐ 5 | ☐ 5 |
| History | ☐ 6 | ☐ 6 | ☐ 6 | ☐ 6 | ☐ 6 |
| Industrial Arts | ☐ 7 | ☐ 7 | ☐ 7 | ☐ 7 | ☐ 7 |
| Mathematics | ☐ 8 | ☐ 8 | ☐ 8 | ☐ 8 | ☐ 8 |
| Music | ☐ 9 | ☐ 9 | ☐ 9 | ☐ 9 | ☐ 9 |
| Physical Education | ☐ 21-Y | ☐ 23-Y | ☐ 25-Y | ☐ 27-Y | ☐ 29-Y |
| Reading | ☐ X | ☐ X | ☐ X | ☐ X | ☐ X |
| Science | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 |
| Writing | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 |
| None | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 |
| Other (specify) | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ |

2a) Overall would you characterize yourself as an excellent student, a good student, a fair student or a poor student? I am speaking now in terms of the marks or grades you received?

| | |
|---|---|
| Excellent | ☐ 30-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

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2b) Overall, did you put a great deal of effort into your studies, some effort, not much effort or no effort at all?

| | |
|---|---|
| A great deal | ☐ 31-1 |
| Some | ☐ 2 |
| Not much | ☐ 3 |
| No effort at all | ☐ 4 |

3a) I'd like you now to think back to the time you were at the junior high school level, or roughly Grades Seven and Eight.

Would you say overall that this period in your school life in general was excellent, good, fair or poor?

| | |
|---|---|
| Excellent | ☐ 32-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

3b) And what about your elementary, or public school education? As you recall it, was this overall an excellent, good, fair or poor period in your school life?

| | |
|---|---|
| Excellent | ☐ 33-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

4a) What grade or grades did you enjoy the most?

4b) And what grade or grades did you enjoy the least?

*(DO NOT READ CHECK ALL MENTIONS)*

| | 4a)<br>Enjoy most | 4b)<br>Enjoy least |
|---|---|---|
| None | ☐ 34-Y | ☐ 36-Y |
| All grades | ☐ X | ☐ X |
| Kindergarten | ☐ 0 | ☐ 0 |
| Grade 1 | ☐ 1 | ☐ 1 |
| Grade 2 | ☐ 2 | ☐ 2 |
| Grade 3 | ☐ 3 | ☐ 3 |
| Grade 4 | ☐ 4 | ☐ 4 |
| Grade 5 | ☐ 5 | ☐ 5 |
| Grade 6 | ☐ 6 | ☐ 6 |
| Grade 7 | ☐ 7 | ☐ 7 |
| Grade 8 | ☐ 8 | ☐ 8 |
| Grade 9 | ☐ 9 | ☐ 9 |
| Grade 10 | ☐ 35-Y | ☐ 37-Y |
| Grade 11 | ☐ X | ☐ X |
| Grade 12 | ☐ 0 | ☐ 0 |
| Grade 13 | ☐ 1 | ☐ 1 |
| All elementary | ☐ 2 | ☐ 2 |
| All junior high | ☐ 3 | ☐ 3 |
| All secondary | ☐ 4 | ☐ 4 |

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5a) Did you, at any time, skip any grades, or complete more than one grade in one school year?

Yes ☐ 38-1 No ☐ 2

5b) And did you at any time in your elementary or junior high school career fail any grades?

Yes ☐ 39-1 No ☐ 2 **GO TO Q.6**

5c) *IF YES, ASK* ...Which grades?

*(CHECK ALL THAT APPLY)*

| | | | |
|---|---|---|---|
| One | ☐ 40 Y | Six | ☐ 3 |
| Two | ☐ X | Seven | ☐ 4 |
| Three | ☐ 0 | Eight | ☐ 5 |
| Four | ☐ 1 | Nine | ☐ 6 |
| Five | ☐ 2 | | |

6a) While in secondary school, what kind of programme were you first enrolled in?

Advanced ☐ 41-1
General ☐ 2
Basic ☐ 3
Technical ☐ 4
Vocational ☐ 5
Special education ☐ 6
Other__________ ☐ 7
(specify)

6b) Did you change programmes while you were in high school?

Yes ☐ 42-1 No ☐ 2 GO TO Q.7

6c) What programme, or level, did you change to?

Advanced ☐ 43-1
General ☐ 2
Basic ☐ 3
Technical ☐ 4
Vocational ☐ 5
Special education ☐ 6
Other__________ ☐ 7
(specify)

6d) Would you say that the change of programme was a very good move for you, a good move, a bad move or a very bad move?

A very good move ☐ 44-1
A good move ☐ 2
A bad move ☐ 3
A very bad move ☐ 4

7. Did you ever return to school and graduate, or receive a high school diploma?

Yes ☐ 45-1 No ☐ 2

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## SECTION FOUR

1a) You indicated earlier that you decided to leave high school before you finished. What grade were you in at the time? *(DO NOT READ/CHECK ONE ONLY)*

| | |
|---|---|
| Less than grade 9 | ☐ 46-1 |
| Grade 9 | ☐ 2 |
| Grade 10 | ☐ 3 |
| Grade 11 | ☐ 4 |
| Grade 12 | ☐ 5 |
| Grade 13 | ☐ 6 |

1b) What year did you decide to leave school? *(DO NOT READ/CHECK ONE ONLY)*

| | | | |
|---|---|---|---|
| 1976 or earlier | ☐ 47-Y | 1982 | ☐ 4 |
| 1977 | ☐ X | 1983 | ☐ 5 |
| 1978 | ☐ 0 | 1984 | ☐ 6 |
| 1979 | ☐ 1 | 1985 | ☐ 7 |
| 1980 | ☐ 2 | 1986 | ☐ 8 |
| 1981 | ☐ 3 | 1987 | ☐ 9 |

1c) About how long did the decision to leave school take, from the time you first began to think about dropping out, to the time you actually quit? Was it ...

*(READ/CHECK ONE ONLY)*

| | |
|---|---|
| Very sudden<br>OR | ☐ 48-1 |
| A decision taken over a period of time | ☐ 2 |
| *(DO NOT READ)* | |
| Did not decide - was asked to leave | ☐ 3 |
| Always wanted to leave school | ☐ 4 |

1d) With whom, if anyone, did you discuss the decision to leave school? *(DO NOT READ/CHECK ALL THAT APPLY)*

| | |
|---|---|
| Parent(s) | ☐ 49-Y |
| Sister or brother | ☐ X |
| Friends | ☐ 0 |
| Classmate(s) | ☐ 1 |
| Teacher(s) | ☐ 2 |
| Guidance Counsellors | ☐ 3 |
| Principal or administrator | ☐ 4 |
| Priest, minister, rabbi etc. | ☐ 5 |
| Psychologist/psychiatrist/social worker | ☐ 6 |
| Other __________<br>(specify) | ☐ 7 |
| No one | ☐ 8 |

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**1e)** **How did people react to this decision? Was the reaction of various people around you to this decision very favourable, somewhat favourable, very opposed or somewhat opposed? What, for example, was the reaction of ...**

*(CHECK ALL THAT APPLY)*

| | | | | | (DO NOT READ) | (DO NOT READ) |
|---|---|---|---|---|---|---|
| | Very favourable | Somewhat favourable | Very opposed | Somewhat opposed | Didn't care | Not applicable |
| Your parents | ☐ 50-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 |
| Your teachers | ☐ 51-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 |
| Your friends | ☐ 52-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 |
| Brothers or sisters | ☐ 53-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 |

2a) What was your main reason for leaving school?

________________________________ 54

________________________________

________________________________ 55-

________________________________

What other reasons did you have?

________________________________ 56-

________________________________

________________________________

________________________________

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2b) I'm going to read through a list of various reasons people have given for leaving school. How important would you say each of the following factors were in contributing to your decision to leave school? As I read through the list, please tell me whether each was very important, somewhat important, not very important or not important at all. Let's start with...

*(ROTATE / CHECK ONE ONLY)*

|  | Very important | Somewhat important | Not very important | Not important at all | *(DO NOT READ)* Not applicable |
|---|---|---|---|---|---|
| To find a job and earn money | ☐ 57-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To marry | ☐ 58-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To have a child | ☐ 59-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To simply get out of school because you didn't like it | ☐ 60-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because of difficulties at home | ☐ 61-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because of personal or emotional problems | ☐ 62-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To travel or see the world | ☐ 63-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To apprentice / learn a trade | ☐ 64-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To have a good time or party | ☐ 65-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To move away from home and be independent | ☐ 66-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| To help with the family business or farm | ☐ 67-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because you had difficulty with a particular teacher | ☐ 68-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because you had difficulty with a particular subject(s) | ☐ 69-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because of racial prejudice | ☐ 70-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because teachers embarrassed you if you didn't understand something | ☐ 71-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because you preferred working to studying | ☐ 72-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because you found school boring | ☐ 73-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because of the rules and regulations | ☐ 74-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because the subjects you were being taught weren't useful | ☐ 75-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because there was too much repetition, year after year | ☐ 76-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because you were moving around a lot from area to area, and found it hard to change schools | ☐ 77-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Because it was difficult to get extra help when needed | ☐ 78-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

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**3a) Was there any one thing that might have kept you in school?**

**Yes** ☐ 79-1 **No** ☐ 2 **GO TO Q.4**

**3b) What would it have been?** ***(CHECK AS MANY AS ARE MENTIONED)***

***(DO NOT READ)***

Teachers' encouragement ☐ 80-1
Financial help ☐ 2
Encouragement from friends ☐ 3
Extra help from teachers ☐ 4
Encouragement from family ☐ 5
The chance to work and study at the same time ☐ 6
The chance to choose courses that interested me ☐ 7
More CO-OP style programmes ☐ 8
Day care facilities at school ☐ 9

*(Note carefully any mentions not listed above)*

______________________________ *11-

______________________________

______________________________

______________________________

4. If the blame or responsibility for your leaving school can be placed on a one-to-ten scale, in which a one means it was entirely the fault of the school system that you left school and a ten means it was entirely your own fault, where, on this scale, would you put yourself? *(CIRCLE APPROPRIATE NUMBER)*

| The school's fault | | | | | | | | | Your fault | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (12) |

5. What was your major activity, or activities, in the year after you left school? *(DO NOT READ - CHECK ALL THAT APPLY)*

Worked part-time ☐ 13-Y
Worked full-time ☐ X
Went back to school ☐ 0
Took courses ☐ 1
Married ☐ 2
Had a child ☐ 3
Travelled ☐ 4
Did nothing ☐ 5
Moved away from home ☐ 6
Went to jail, reform school, etc.. ☐ 7
Other ______________ ☐ 8
(specify)

***CARD 3**

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6a) **Because you left school, would you say your opportunities in the following areas have been better, the same or worse than if you had graduated from school? For example, do you think your opportunities for ...(READ LIST)... have been better, the same or worse?**

*(ROTATE LIST)*

| | Better | Same | Worse |
|---|---|---|---|
| Finding a job | ☐ 14-1 | ☐ 2 | ☐ 3 |
| Choosing a career | ☐ 15-1 | ☐ 2 | ☐ 3 |
| The amount of money you earn | ☐ 16-1 | ☐ 2 | ☐ 3 |
| The possibilities for advancement in your career | ☐ 17-1 | ☐ 2 | ☐ 3 |
| Your intellectual development | ☐ 18-1 | ☐ 2 | ☐ 3 |
| Your social development | ☐ 19-1 | ☐ 2 | ☐ 3 |

6b) Do you regret dropping out ...

| | |
|---|---|
| A great deal | ☐ 20-1 |
| Somewhat | ☐ 2 |
| A little, or | ☐ 3 |
| Not at all | ☐ 4 |

7. How would you change the school system so that it would be better for someone like yourself? *(Probe carefully)*

____________________________________________ 21-

____________________________________________

____________________________________________ 22-

____________________________________________

Any other ways?

____________________________________________ 23-

____________________________________________

____________________________________________

____________________________________________

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## SECTION FIVE

1a) **After dropping out did you ever go back to school or continue your education, either full-time or part-time?**

Yes ☐ 24-1 No ☐ 2 **GO TO SECTION 6**

1b) **What kind of programme did you take or what kind of school did you attend?**

*(DO NOT READ)*

Night school ☐ 25-1
Correspondence courses ☐ 2
Returned to high school ☐ 3
University ☐ 4
Community college ☐ 5
Futures/Avenir ☐ 6
An apprenticeship program other than Futures ☐ 7

Other ____________ (specify) ☐ 8

1c) Did you graduate?

Yes ☐ 26-1
No, still in programme ☐ 2
No, dropped out ☐ 3

2a) Did or do you find this programme better or worse than your high school experience before you dropped out?

Better ☐ 27-1 Worse ☐ 2

2b) In what way? *(Probe fully)*

______________________________________________ 28-

______________________________________________

______________________________________________ 29-

______________________________________________

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## SECTION SIX

1. **Now I'm going to read you a series of general statements about the school system. Please tell me, as I read each one, whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly.**

| *(ROTATE)* | **Agree strongly** | **Agree somewhat** | **Disagree somewhat** | **Disagree strongly** |
|---|---|---|---|---|
| Schools expect everyone to be the same. | ☐ 30-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| People think drop-outs are losers. | ☐ 31-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| It is not important to have a high school diploma if you're looking for work. | ☐ 32-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Courses should be made more career or job-oriented. | ☐ 33-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Advanced level students look down on general and basic level students. | ☐ 34-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| There is too much emphasis in school on the past, and not on the present or the future. | ☐ 35-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Most of what you need to know you learn on the job. | ☐ 36-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Working is better than going to school. | ☐ 37-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Drop-outs should be paid to go back to school. | ☐ 38-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| In high school, you're treated like a child. | ☐ 39-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Real education begins after you leave school. | ☐ 40-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Too many credits are required to finish Grade Twelve. | ☐ 41-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| There's no point going to school if you can apprentice later. | ☐ 42-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Many teachers don't have the patience for slower learners. | ☐ 43-1 | ☐ 2 | ☐ 3 | ☐ 4 |

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2. And now, as I read through the next list of statements, please tell me if each sounds exactly like you, somewhat like you, a little like you, or not like you at all.

| *(ROTATE)* | Exactly like me | Somewhat like me | A little like me | Not like me at all |
|---|---|---|---|---|
| Nobody at school tried to convince me to stay. | ☐ 44-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| As a student, I felt alone. | ☐ 45-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| If I had children, I'd tell them to stay in school. | ☐ 46-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I prefer doing things to reading about them. | ☐ 47-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| While in school, I was encouraged to do well. | ☐ 48-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I usually worked hard if I liked my teacher. | ☐ 49-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I usually did well if I liked the subject. | ☐ 50-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I had trouble with reading. | ☐ 51-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I had trouble with math. | ☐ 52-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I was well-behaved in school. | ☐ 53-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I had difficulties with academic subjects. | ☐ 54-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| I had difficulties writing examinations. | ☐ 55-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| At school, I was judged by my appearance, not by my ability. | ☐ 56-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Most of my friends dropped out of school. | ☐ 57-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Since I left school, I find it easy to quit whenever "the going gets rough". | ☐ 58-1 | ☐ 2 | ☐ 3 | ☐ 4 |

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## SECTION SEVEN

The following set of questions deals with a cross-section of subjects. Each question is asking you your personal opinion or viewpoint with respect to each subject or issue. Please answer all questions, and answer carefully and honestly.

1. Please tell me whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly with the following statement:

| | | Agree strongly | Agree somewhat | Disagree somewhat | Disagree strongly |
|---|---|---|---|---|---|
| (A) | A woman's place is in the home | ☐ 59 1 | ☐ 2 | ☐ 3 | ☐ 4 |

2. How much importance do you place on each of the following values or aspirations in life? A rating of ten means you place a great deal of importance on that factor and a rating of one means that factor is not important to you at all. How important to you is ... *(CIRCLE APPROPRIATE NUMBER BELOW)*

| | | Not important at all | | | | | | | | Greatly important | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (B) | Respect for law and order | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (60) |
| (C) | Religion | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (61) |
| (D) | Being a leader, taking a leadership role in things you participate in | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (62) |
| (E) | Respect for authority | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (63) |
| (F) | Maintaining high ethical conduct in your job life | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (64) |

3. Please tell me if you disagree strongly, disagree somewhat, agree somewhat or agree strongly with the following statement.

| | | Disagree strongly | Disagree somewhat | Agree somewhat | Agree strongly |
|---|---|---|---|---|---|
| (G) | There is nothing wrong if a woman gets married and decides not to change her name to her husband's | ☐ 65-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| (H) | I like to think I'm a bit of a swinger | ☐ 66-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| (I) | I like to pay cash for everything I buy | ☐ 67-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| (J) | A woman who works outside the home has more status than a woman who does not work outside the home | ☐ 68-1 | ☐ 2 | ☐ 3 | ☐ 4 |

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## BASIC DATA

Now, in order to classify our data, we need some basic information about you. This information is strictly confidential and is used only for statistical purposes.

1. First of all, how old are you?

| | | | |
|---|---|---|---|
| 15 | ☐ 69-Y | 21 | ☐ 4 |
| 16 | ☐ X | 22 | ☐ 5 |
| 17 | ☐ 0 | 23 | ☐ 6 |
| 18 | ☐ 1 | 24 | ☐ 7 |
| 19 | ☐ 2 | 25 | ☐ 8 |
| 20 | ☐ 3 | | |

2. What is your month of birth?

| | | | |
|---|---|---|---|
| January | ☐ 70-Y | July | ☐ 4 |
| February | ☐ X | August | ☐ 5 |
| March | ☐ 0 | September | ☐ 6 |
| April | ☐ 1 | October | ☐ 7 |
| May | ☐ 2 | November | ☐ 8 |
| June | ☐ 3 | December | ☐ 9 |

3a) With respect to your marital status are you ... *(NOTE: this question does not refer t any children you may have living with you)*

| | |
|---|---|
| Single and living at home | ☐ 71-1 |
| Single and living alone | ☐ 2 |
| Single and living with another person(s) of the same sex | ☐ 3 |
| Single and living with another person(s) of the opposite sex | ☐ 4 |
| Married | ☐ 5 |
| Living in a common law relationship | ☐ 6 |
| Separated | ☐ 7 |
| Divorced | ☐ 8 |
| Widowed | ☐ 9 |

3b) Would you best describe yourself as...

| | | |
|---|---|---|
| A single parent | ☐ 72-1 | GO TO Q.5 |
| A single male | ☐ 2 | GO TO Q.4 |
| A single female | ☐ 3 | GO TO Q.4 |
| Part of a couple without children | ☐ 4 | GO TO Q.5 |
| Part of a couple with children | ☐ 5 | GO TO Q.5 |

4. Do you have any children?

Yes ☐ 73-1 No ☐ 2

5a) Are you presently ...

| | | |
|---|---|---|
| Working full-time | ☐ 74-1 | |
| Working part-time | ☐ 2 | |
| Unemployed | ☐ 3 | GO TO Q. 5d) |
| Not in labour force by choice | ☐ 4 | GO TO Q. 7 |
| Going to school | ☐ 5 | GO TO Q. 7 |

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**5b)** *ASK ONLY IF WORKING FULL OR PART TIME IN Q. 5a)*
**What is your occupation?**

______________________________ 75-

**5c)** How long have you been doing this job? *(DO NOT READ LIST CHECK ONE ONLY)*

| | |
|---|---|
| Less than 6 months | ☐ 76-1 |
| 6 months - 1 year | ☐ 2 |
| 1 - 3 years | ☐ 3 |
| 2 - 5 years | ☐ 4 |
| More than 5 years | ☐ 5 |

**5d)** *ASK EVERYONE WHO IS WORKING FULL OR PART-TIME, OR UNEMPLOYED*

**Currently, the minimum wage in Ontario is $4.35 an hour for people over 18.** Would you say that your present salary, (or the wage you were earning at your last job if you are currently not working), was the same as, less than or greater than the minimum wage?

| | | |
|---|---|---|
| Your salary/wage is same as minimum wage | ☐ 77-1 | SKIP TO Q 6 |
| Your salary wage is less than the minimum wage | ☐ 2 | SKIP TO Q 6 |
| Your salary wage is greater than the minimum wage | ☐ 3 | |

**5e)** *ASK ONLY IF 'GREATER THAN MINIMUM WAGE' IN Q. 5d)...* In which of the following hourly wage categories would your wage rate fall? *(READ LIST CHECK ONE ONLY)*

| | |
|---|---|
| Between $4.55 and $4.99 an hour | ☐ 78-1 |
| Between $5.00 and $5.99 and hour | ☐ 2 |
| Between $6.00 and $6.99 and hour | ☐ 3 |
| Between $7.00 and $9.99 and hour | ☐ 4 |
| Between $10.00 and $14.99 and hour | ☐ 5 |
| Over $15.00 an hour | ☐ 6 |
| Other ______________________ (specify) | ☐ 7 |

6. *ASK ONLY THOSE WHO SAID THEY WERE UNEMPLOYED IN Q. 5a*
How long have you been unemployed? *(READ LIST)*

| | |
|---|---|
| Less than 6 months | ☐ 79-1 |
| 6 months to 1 year | ☐ 2 |
| More than 1 year | ☐ 3 |

**SKIP TO Q.7b)**

**7a)** *ASK THOSE WHO ARE NOT CURRENTLY UNEMPLOYED IN Q 5a.*
Have you ever been unemployed?

Yes ☐ 80-1 No ☐ 2 SKIP TO Q. 8a)

**7b)** Since dropping out of school, how many times/periods of unemployment have you had?

| | | | |
|---|---|---|---|
| One | ☐ *11-1 | Five | ☐ 5 |
| Two | ☐ 2 | Six | ☐ 6 |
| Three | ☐ 3 | Seven | ☐ 7 |
| Four | ☐ 4 | More than seven | ☐ 8 |

**7c)** On the average, how long have these periods of unemployment lasted? *(READ LIST CHECK ONE)*

| | |
|---|---|
| Less than 1 month | ☐ 12-1 |
| One to three months | ☐ 2 |
| Four to six months | ☐ 3 |
| Six months to a year | ☐ 4 |
| One to two years | ☐ 5 |
| More than two years | ☐ 6 |

***CARD 4**

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8a) **And have you ever been on welfare, or social assistance?** ***(DO NOT READ)***

| | | |
|---|---|---|
| **Yes, have been on welfare in the past** | ☐ 13-1 | |
| **Yes, am presently on welfare** | ☐ 2 | |
| No | ☐ 3 | **SKIP TO Q 9a)** |

8b) **For how long a period were you, or have you been on welfare?** ***(READ LIST)***

| | |
|---|---|
| **Less than 6 months** | ☐ 14-1 |
| **6 months to a year** | ☐ 2 |
| **1 to 2 years** | ☐ 3 |
| **3 to 5 years** | ☐ 4 |
| **More than 5 years** | ☐ 5 |

9a) Now, we just have a few more general questions to ask.

First, were you born in Canada?

| | | | |
|---|---|---|---|
| Yes | ☐ 15-1 | No | ☐ 2 |

9b) Were either of your parents born in Canada?

| | | | |
|---|---|---|---|
| Yes | ☐ 16-1 | No | ☐ 2 |

10a) What was the language you first spoke in childhood and still understand? *(RECORD BELOW)*

10b) What is the language that is used in your home?

| | ---Q.10a)---<br>Language first spoken | ---Q.10b)---<br>Language used in the home |
|---|---|---|
| French | ☐ 17-1 | ☐ 18-1 |
| English | ☐ 2 | ☐ 2 |
| German | ☐ 3 | ☐ 3 |
| Ukrainian | ☐ 4 | ☐ 4 |
| Italian | ☐ 5 | ☐ 5 |
| Dutch | ☐ 6 | ☐ 6 |
| Polish | ☐ 7 | ☐ 7 |
| Canadian Indian | ☐ 8 | ☐ 8 |
| Other ____________ (specify) | ☐ 9 | ☐ 9 |

11. What is your own religious affiliation, if any?

| | |
|---|---|
| Catholic | ☐ 19-1 |
| Jewish | ☐ 2 |
| 7th Day Adventist | ☐ 3 |
| Protestant *(that is, United, Presbyterian, Anglican, Lutheran, Baptist)* | ☐ 4 |
| Other ________________ | ☐ 5 |
| None | ☐ 6 |
| Refused | ☐ 7 |

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12. **Sometimes our nationality or religious backgrounds make us think of ourselves not only as Canadian, but as related to other countries as we call ourselves 'French' or 'English' or 'Jewish'. Thinking of your background, what would you call yourself?**

| | | | | | |
|---|---|---|---|---|---|
| **English** | ☐ 20-Y | **French** | ☐ 4 | **German** | ☐ 21-Y |
| **Scottish** | ☐ X | **Jewish** | ☐ 5 | **Ukranian** | ☐ X |
| **Polish** | ☐ 0 | **Irish** | ☐ 6 | **Dutch** | ☐ 0 |
| **Italian** | ☐ 1 | **Yugoslav** | ☐ 7 | **Other** ____________ | |
| **Spanish** | ☐ 2 | **Pakistani** | ☐ 8 | ____________ | ☐ 1 |
| **Indian** (North American) | ☐ 3 | **Chinese** | ☐ 9 | **(specify)** | |

13. **Are you right-handed or left-handed?**

| | |
|---|---|
| **Right-handed** | ☐ 22-1 |
| **Left-handed** | ☐ 2 |
| **Ambidextrous** | ☐ 3 |

14. **In which of the following categories does your total personal income before taxes fall?**

| | | | |
|---|---|---|---|
| Under $10,000 | ☐ 23-1 | **$25,000 - $29,999** | ☐ 5 |
| $10,000 - $14,999 | ☐ 2 | **$30,000 - $34,999** | ☐ 6 |
| $15,000 - $19,999 | ☐ 3 | **$35,000 or more** | ☐ 7 |
| $20,000 - $24,999 | ☐ 4 | (DO NOT READ) **Refused** | ☐ 8 |

15. And in which of the following categories does your total household income before taxes fall?

| | | | |
|---|---|---|---|
| Under $10,000 | ☐ 24-1 | **$25,000 - $29,999** | ☐ 5 |
| $10,000 - $14,999 | ☐ 2 | **$30,000 - $34,999** | ☐ 6 |
| $15,000 - $19,999 | ☐ 3 | $35,000 or more | ☐ 7 |
| $20,000 - $24,999 | ☐ 4 | (DO NOT READ) Refused | ☐ 8 |

16. INTERVIEW QUALIFIES AS:

| | | | |
|---|---|---|---|
| Urban | ☐ 25-1 | Rural | ☐ 2 |

**Thank you very much for your co-operation.**

26-
27-
28-
29-

RESPONDENT'S NAME ____________________________

RESPONDENT'S ADDRESS ____________________________

CITY ____________________ POSTAL CODE ____________________

TELEPHONE NUMBER ____________________________

INTERVIEWER'S NAME ____________________________

DATE OF INTERVIEW ____________________________

FOR OFFICE USE ONLY

CODED BY ____________________________

CHECKED BY ____________________________

VERIFIED BY ____________________________

KEYPUNCHED BY ____________________________

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## QUESTIONNAIRE FOR GRADUATES

## SECTION ONE

**Before we begin to discuss the education system in Ontario, I'd like to ask you a few general questions about yourself. First, I'd like to ask you some general questions about your immediate family.**

1. **Could you please describe for me the make-up of your immediate family, that is, the family you lived with when you were in school. For example, did you live with both parents, brothers, sisters, etc.**

*(DO NOT READ)* *(CHECK ALL THAT APPLY)*

| | |
|---|---|
| Mother, (single parent) | ☐ 20- Y |
| Father, (single parent) | ☐ X |
| Both parents | ☐ 0 |
| Step-mother and father | ☐ 1 |
| Step-father and mother | ☐ 2 |
| Brothers/step-brothers | ☐ 3 |
| Sisters/step-sisters | ☐ 4 |
| Both brothers/step-brothers and sisters/step-sisters | ☐ 5 |
| Raised in foster homes | ☐ 6 |
| Other ____________ (specify) | ☐ 7 |

2a) How many sisters, step-sisters, brothers or step-brothers do you have in total?

*(DO NOT READ)*

| | | |
|---|---|---|
| None | ☐ 21-0 | **SKIP TO Q. 2c)** |
| One | ☐ 1 | |
| Two | ☐ 2 | |
| Three | ☐ 3 | |
| Four | ☐ 4 | |
| Five | ☐ 5 | |
| Six | ☐ 6 | |
| More than six | ☐ 7 | |

2b) And, among these brothers and sisters, were you the oldest, youngest, near the oldest, near the youngest or in the middle?

*(CHECK ONE ONLY / DO NOT READ)*

| | |
|---|---|
| Oldest | ☐ 22-1 |
| Youngest | ☐ 2 |
| Near the oldest | ☐ 3 |
| Near the youngest | ☐ 4 |
| Middle | ☐ 5 |

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**2c) And what was the highest level of education obtained by various members of your family? *(READ LIST)***

| | Elementary | Grade 8 | Some high school | Completed high school | Some college or university | Completed college or university | Still in school | Does not apply |
|---|---|---|---|---|---|---|---|---|
| Mother/step-mother | ☐23-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| Father/step-father | ☐24-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| Brothers/step-brothers | | | | | | | | |
| Brother One | ☐25-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| Brother Two | ☐26-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| All sisters/step-sisters | | | | | | | | |
| Sister One | ☐27-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| Sister Two | ☐28-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |
| Other ____________ (specify) | ☐29-1 | ☐2 | ☐3 | ☐4 | ☐5 | ☐6 | ☐7 | ☐8 |

3. Now I'm going to read you a list of things people sometimes discuss as a family. When you were growing up, how often did you discuss each? Was it often, sometimes, seldom or never?

| | Often | Sometimes | Seldom | Never |
|---|---|---|---|---|
| Working or careers | ☐30-1 | ☐2 | ☐3 | ☐4 |
| Hobbies | ☐31-1 | ☐2 | ☐3 | ☐4 |
| School work | ☐32-1 | ☐2 | ☐3 | ☐4 |
| Goals in life | ☐33-1 | ☐2 | ☐3 | ☐4 |
| (DO NOT READ) Didn't have these discussions as a family | ☐34-1 | | | |

4a) Now, I'd like to ask you some questions about your goals or aspirations in life. I'm going to read through a list of personal goals some people have. As I read through the list, please tell me whether each is very important, somewhat important, not very important or not important at all to you. I'll start with ...

| *(ROTATE)* | Very important | Somewhat important | Not very important | Not important at all |
|---|---|---|---|---|
| Having children or raising a family | ☐35-1 | ☐2 | ☐3 | ☐4 |
| Having an interesting job | ☐36-1 | ☐2 | ☐3 | ☐4 |
| Getting married/having a happy marriage | ☐37-1 | ☐2 | ☐3 | ☐4 |
| Owning a home | ☐38-1 | ☐2 | ☐3 | ☐4 |
| Earning lots of money | ☐39-1 | ☐2 | ☐3 | ☐4 |
| Having good friendships | ☐40-1 | ☐2 | ☐3 | ☐4 |
| Being an individual | ☐41-1 | ☐2 | ☐3 | ☐4 |
| Being well-educated | ☐42-1 | ☐2 | ☐3 | ☐4 |
| Partying and having fun | ☐43-1 | ☐2 | ☐3 | ☐4 |
| Being outstanding in your work | ☐44-1 | ☐2 | ☐3 | ☐4 |

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**4b)** **Now, as I read through another list, please tell me how satisfied you are with various aspects of your life. Are you very satisfied, somewhat satisfied, not very satisfied or not satisfied at all with each item I mention. Let's start this time with ...**

*(ROTATE)*

| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | (DO NOT READ) Not applicable |
|---|---|---|---|---|---|
| Your level of education | ☐ 45-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Your work life | ☐ 46-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The way you spend your leisure time | ☐ 47-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to travel and do interesting things | ☐ 48-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Life in general | ☐ 49-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

4c) Now, I'd like you to describe yourself. **As I read through a list of words**, tell me how well each describes you. Place yourself **on a one-to-ten scale** in which a "one" means the word does not describe you at all, and a **"ten" means it describes** you exactly. Where on this one-to-ten scale would you put yourself? **Lets start with ...**

*(ROTATE)*

| | Not at all like me 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Exactly like me 10 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Well-organized | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (50) |
| Hard-working | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (51) |
| Knowledgeable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (52) |
| Self-confident | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (53) |
| Mechanically-inclined | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (54) |
| Punctual | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (55) |
| Curious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (56) |
| Responsible or reliable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (57) |
| Shy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (58) |
| Individualistic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (59) |
| Ambitious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (60) |
| A leader | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (61) |

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## SECTION TWO

**Next, I'd like to ask you some questions about your views regarding the school system in general, and your experiences as a student.**

1. **First, would you say overall that schools in Ontario are doing an excellent job, a good job, a fair job or a poor job?**

| | |
|---|---|
| An excellent job | ☐ 62-1 |
| A good job | ☐ 2 |
| A fair job | ☐ 3 |
| A poor job | ☐ 4 |

2a) **Now, I'd like you to think about your experiences at secondary school in Ontario would you say that overall the time you spent in high school was excellent, good, fair or poor?**

| | |
|---|---|
| Excellent | ☐ 63-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

2b) Why do you say this?

______________________________________________ 64-

______________________________________________

______________________________________________ 65-

______________________________________________

3. **Now I will read through a list of various topics related to high school. As I read through the list, please tell me how satisfied you were with each. Were you very satisfied, somewhat satisfied, not very satisfied or not satisfied at all with each of the aspects of the school system? ...**

*(ROTATE/CHECK ONE ONLY)*

| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | *(DO NOT READ)* Not Applicable |
|---|---|---|---|---|---|
| The quality of teachers | ☐ 66-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The types of subjects offered | ☐ 67-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to learn about a job or career | ☐ 68-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The availability of extra help from teachers | ☐ 69-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The credit system | ☐ 70-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The availability and quality of guidance counselling | ☐ 71-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Class size | ☐ 72-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

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| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | *(DO NOT READ)* Not Applicable |
|---|---|---|---|---|---|
| The rules students must follow concerning student behaviour | ☐ 73-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to "be yourself" and develop as an individual | ☐ 74-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Your relationships with other students | ☐ 75-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The division of programmes into advanced, general and basic levels | ☐ 76-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The length of each class in minutes | ☐ 77-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The semester system | ☐ 78-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The number of compulsory courses, or courses you had to take | ☐ 79-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to work and study at the same time | ☐ 80-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The degree to which teachers were interested in each student | ☐ *11-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Methods of testing and evaluating students | ☐ 12-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to present your own viewpoint | ☐ 13-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Opportunities to learn about the real world | ☐ 14-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

4a) In your view, what type of student benefits most from school? Would you say the school system is geared towards all students, or that it is mostly aimed at students with top marks, slow leaners or both, or students in the middle range?

| | | |
|---|---|---|
| All students | ☐ 15-1 | GO TO Q.5a |
| Top marks | ☐ 2 | |
| Slow learners | ☐ 3 | |
| Both top marks and slow learners | ☐ 4 | |
| Student in the middle range | ☐ 5 | |
| Other ____________ (specify) | ☐ 6 | |

*CARD 2

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**4b)** **And who is the school system least geared to help ...**

*(READ)*

**Students with top marks** ☐ 16-1
**Slow learners** ☐ 2
**Both students with top marks and slow learners. or** ☐ 3
**Students in the middle range** ☐ 4

5a) **Would you say the school system is geared to help someone like you?**

Yes ☐ 17-1 **GO TO SECTION 3**

No ☐ 2

5b) Why not? *(PROBE FULLY)*

______________________________ 18-

______________________________

______________________________ 19-

______________________________

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## SECTION THREE

1. **When you were a high school student, which subjects ...**

   a) **did you particularly like ?**

   b) **and, (at the risk of repeating yourself), which subjects did you do well in?**

   c) **Which subjects did you particularly dislike?**

   d) **and were there any subjects you had particular difficulty with?**

   e) **and did you actually fail any subjects in high school?**

   ***(DO NOT READ LIST. CHECK ALL THAT APPLY)***

| | **1a) Subjects liked** | **1b) Did well** | **1c) Subjects Disliked** | **1d) Did poorly** | **1e) Subjects Failed** |
|---|---|---|---|---|---|
| Art | ☐ 20-Y | ☐ 22-Y | ☐ 24-Y | ☐ 26-Y | ☐ 28-Y |
| Auto Mechanics | ☐ X | ☐ X | ☐ X | ☐ X | ☐ X |
| Computer Science | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 |
| English | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 |
| Family Studies | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 |
| French | ☐ 3 | ☐ 3 | ☐ 3 | ☐ 3 | ☐ 3 |
| Geography | ☐ 4 | ☐ 4 | ☐ 4 | ☐ 4 | ☐ 4 |
| Grammar | ☐ 5 | ☐ 5 | ☐ 5 | ☐ 5 | ☐ 5 |
| History | ☐ 6 | ☐ 6 | ☐ 6 | ☐ 6 | ☐ 6 |
| Industrial Arts | ☐ 7 | ☐ 7 | ☐ 7 | ☐ 7 | ☐ 7 |
| Mathematics | ☐ 8 | ☐ 8 | ☐ 8 | ☐ 8 | ☐ 8 |
| Music | ☐ 9 | ☐ 9 | ☐ 9 | ☐ 9 | ☐ 9 |
| Physical Education | ☐ 21-Y | ☐ 23-Y | ☐ 25-Y | ☐ 27-Y | ☐ 29-Y |
| Reading | ☐ X | ☐ X | ☐ X | ☐ X | ☐ X |
| Science | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 | ☐ 0 |
| Writing | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 | ☐ 1 |
| None | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 | ☐ 2 |
| Other (specify) | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ | ☐ 3 ____<br>________ |

2a) Overall would you characterize yourself as an excellent student, a good student, a fair student or a poor student? I am speaking now in terms of the marks or grades you received?

| | |
|---|---|
| Excellent | ☐ 30-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

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2b) Overall, did you put a great deal of effort into your studies, some effort, not much effort or no effort at all?

| | |
|---|---|
| A great deal | ☐ 31-1 |
| Some | ☐ 2 |
| Not much | ☐ 3 |
| No effort at all | ☐ 4 |

3a) I'd like you now to think back to the time you were at the junior high school level, or roughly Grades Seven and Eight.

Would you say overall that this period in your school life in general was excellent, good, fair or poor?

| | |
|---|---|
| Excellent | ☐ 32-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

3b) And what about your elementary, or public school education? As you recall it, was this overall an excellent, good, fair or poor period in your school life?

| | |
|---|---|
| Excellent | ☐ 33-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

4a) What grade or grades did you enjoy the most?

4b) And what grade or grades did you enjoy the least?

*(DO NOT READ CHECK ALL MENTIONS)*

| | 4a)<br>Enjoy most | 4b)<br>Enjoy least |
|---|---|---|
| None | ☐ 34-Y | ☐ 36-Y |
| All grades | ☐ X | ☐ X |
| Kindergarten | ☐ 0 | ☐ 0 |
| Grade 1 | ☐ 1 | ☐ 1 |
| Grade 2 | ☐ 2 | ☐ 2 |
| Grade 3 | ☐ 3 | ☐ 3 |
| Grade 4 | ☐ 4 | ☐ 4 |
| Grade 5 | ☐ 5 | ☐ 5 |
| Grade 6 | ☐ 6 | ☐ 6 |
| Grade 7 | ☐ 7 | ☐ 7 |
| Grade 8 | ☐ 8 | ☐ 8 |
| Grade 9 | ☐ 9 | ☐ 9 |
| Grade 10 | ☐ 35-Y | ☐ 37-Y |
| Grade 11 | ☐ X | ☐ X |
| Grade 12 | ☐ 0 | ☐ 0 |
| Grade 13 | ☐ 1 | ☐ 1 |
| All elementary | ☐ 2 | ☐ 2 |
| All junior high | ☐ 3 | ☐ 3 |
| All secondary | ☐ 4 | ☐ 4 |

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5a) Did you, at any time, skip any grades, or complete more than one grade in one school year?

Yes ☐ 38-1 No ☐ 2

5b) And did you at any time in your elementary or junior high school career fail any grades?

Yes ☐ 39-1 No ☐ 2 GO TO Q.6

5c) *IF YES, ASK* ...Which grades?

*(CHECK ALL THAT APPLY)*

| | | | |
|---|---|---|---|
| One | ☐ 40-Y | Six | ☐ 3 |
| Two | ☐ X | Seven | ☐ 4 |
| Three | ☐ 0 | Eight | ☐ 5 |
| Four | ☐ 1 | Nine | ☐ 6 |
| Five | ☐ 2 | | |

6a) While in secondary school, what kind of programme were you first enrolled in?

| | |
|---|---|
| Advanced | ☐ 41-1 |
| General | ☐ 2 |
| Basic | ☐ 3 |
| Technical | ☐ 4 |
| Vocational | ☐ 5 |
| Special education | ☐ 6 |
| Other__________ (specify) | ☐ 7 |

6b) Did you change programmes while you were in high school?

Yes ☐ 42-1 No ☐ 2 GO TO Q. 7

6c) What programme, or level, did you change to?

| | |
|---|---|
| Advanced | ☐ 43-1 |
| General | ☐ 2 |
| Basic | ☐ 3 |
| Technical | ☐ 4 |
| Vocational | ☐ 5 |
| Special education | ☐ 6 |
| Other__________ (specify) | ☐ 7 |

6d) Would you say that the change of programme was a very good move for you, a good move, a bad move or a very bad move?

| | |
|---|---|
| A very good move | ☐ 44-1 |
| A good move | ☐ 2 |
| A bad move | ☐ 3 |
| A very bad move | ☐ 4 |

7. Did you ever return to school and graduate, or receive a high school diploma?

Yes ☐ 45-1 No ☐ 2

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## SECTION FOUR

**CARD 2 cc 46 -**
**CARD 3 cc 29 = b**

1. **Now I'm going to read you a series of general statements about the school system. Please tell me, as I read each one, whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly.**

| *(ROTATE)* | **Agree strongly** | **Agree somewhat** | **Disagree somewhat** | **Disagree strongly** |
|---|---|---|---|---|
| Schools expect everyone to be the same. | ☐ 30-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| People think drop-outs are losers. | ☐ 31-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| It is not important to have a high school diploma if you're looking for work. | ☐ 32-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Courses should be made more career or job-oriented. | ☐ 33-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Advanced level students look down on general and basic level students. | ☐ 34-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| There is too much emphasis in school on the past, and not on the present or the future. | ☐ 35-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Most of what you need to know you learn on the job. | ☐ 36-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Working is better than going to school. | ☐ 37-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Drop-outs should be paid to go back to school. | ☐ 38-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| In high school, you're treated like a child. | ☐ 39-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Real education begins after you leave school. | ☐ 40-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Too many credits are required to finish Grade Twelve. | ☐ 41-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| There's no point going to school if you can apprentice later. | ☐ 42-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Many teachers don't have the patience for slower learners. | ☐ 43-1 | ☐ 2 | ☐ 3 | ☐ 4 |

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2. **And now, as I read through the next list of statements, please tell me if each sounds exactly like you, somewhat like you, a little like you, or not like you at all.**

| *(ROTATE)* | Exactly like me | Somewhat like me | A little like me | Not like me at all |
|---|---|---|---|---|
| Nobody at school tried to convince me to stay. | ☐44-1 | ☐2 | ☐3 | ☐4 |
| As a student, I felt alone. | ☐45-1 | ☐2 | ☐3 | ☐4 |
| If I had children, I'd tell them to stay in school. | ☐46-1 | ☐2 | ☐3 | ☐4 |
| I prefer doing things to reading about them. | ☐47-1 | ☐2 | ☐3 | ☐4 |
| While in school, I was encouraged to do well. | ☐48-1 | ☐2 | ☐3 | ☐4 |
| I usually worked hard if I liked my teacher. | ☐49-1 | ☐2 | ☐3 | ☐4 |
| I usually did well if I liked the subject. | ☐50-1 | ☐2 | ☐3 | ☐4 |
| I had trouble with reading. | ☐51-1 | ☐2 | ☐3 | ☐4 |
| I had trouble with math. | ☐52-1 | ☐2 | ☐3 | ☐4 |
| I was well-behaved in school. | ☐53-1 | ☐2 | ☐3 | ☐4 |
| I had difficulties with academic subjects. | ☐54-1 | ☐2 | ☐3 | ☐4 |
| I had difficulties writing examinations. | ☐55-1 | ☐2 | ☐3 | ☐4 |
| At school, I was judged by my appearance, not by my ability. | ☐56-1 | ☐2 | ☐3 | ☐4 |
| Most of my friends dropped out of school. | ☐57-1 | ☐2 | ☐3 | ☐4 |
| Since I left school, I find it easy to quit whenever "the going gets rough". | ☐58-1 | ☐2 | ☐3 | ☐4 |

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## SECTION FIVE

The following set of questions deals with a cross-section of subjects. Each question is asking you your personal opinion or viewpoint with respect to each subject or issue. Please answer all questions, and answer carefully and honestly.

1. Please tell me whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly with the following statement:

| | | Agree strongly | Agree somewhat | Disagree somewhat | Disagree strongly |
|---|---|---|---|---|---|
| (A) | A woman's place is in the home | ☐ 59 1 | ☐ 2 | ☐ 3 | ☐ 4 |

2. How much importance do you place on each of the following values or aspirations in life? A rating of ten means you place a great deal of importance on that factor and a rating of one means that factor is not important to you at all. How important to you is ... *(CIRCLE APPROPRIATE NUMBER BELOW)*

| | | Not important at all | | | | | | | | Greatly important | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (B) | Respect for law and order | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (60) |
| (C) | Religion | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (61) |
| (D) | Being a leader, taking a leadership role in things you participate in | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (62) |
| (E) | Respect for authority | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (63) |
| (F) | Maintaining high ethical conduct in your job/life | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (64) |

3. Please tell me if you disagree strongly, disagree somewhat, agree somewhat or agree strongly with the following statement.

| | | Disagree strongly | Disagree somewhat | Agree somewhat | Agree strongly |
|---|---|---|---|---|---|
| (G) | There is nothing wrong if a woman gets married and decides not to change her name to her husband's | ☐ 65-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| (H) | I like to think I'm a bit of a swinger | ☐ 66-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| (I) | I like to pay cash for everything I buy | ☐ 67-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| (J) | A woman who works outside the home has more status than a woman who does not work outside the home | ☐ 68-1 | ☐ 2 | ☐ 3 | ☐ 4 |

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## BASIC DATA

Now, in order to classify our data, we need some basic information about you. This information is strictly confidential and is used only for statistical purposes.

1. First of all, how old are you?

| | | | |
|---|---|---|---|
| 15 | ☐69-Y | 21 | ☐4 |
| 16 | ☐X | 22 | ☐5 |
| 17 | ☐0 | 23 | ☐6 |
| 18 | ☐1 | 24 | ☐7 |
| 19 | ☐2 | 25 | ☐8 |
| 20 | ☐3 | | |

2. What is your month of birth?

| | | | |
|---|---|---|---|
| January | ☐70-Y | July | ☐4 |
| February | ☐X | August | ☐5 |
| March | ☐0 | September | ☐6 |
| April | ☐1 | October | ☐7 |
| May | ☐2 | November | ☐8 |
| June | ☐3 | December | ☐9 |

3a) With respect to your marital status are you ... *(NOTE: this question does not refer to any children you may have living with you)*

| | |
|---|---|
| Single and living at home | ☐71-1 |
| Single and living alone | ☐2 |
| Single and living with another person(s) of the same sex | ☐3 |
| Single and living with another person(s) of the opposite sex | ☐4 |
| Married | ☐5 |
| Living in a common law relationship | ☐6 |
| Separated | ☐7 |
| Divorced | ☐8 |
| Widowed | ☐9 |

3b) Would you best describe yourself as...

| | | |
|---|---|---|
| A single parent | ☐72-1 | **GO TO Q.5** |
| A single male | ☐2 | **GO TO Q.4** |
| A single female | ☐3 | **GO TO Q.4** |
| Part of a couple without children | ☐4 | **GO TO Q.5** |
| Part of a couple with children | ☐5 | **GO TO Q.5** |

4. Do you have any children?

Yes ☐73-1 No ☐2

5a) Are you presently ...

| | | |
|---|---|---|
| Working full-time | ☐74-1 | |
| Working part-time | ☐2 | |
| Unemployed | ☐3 | **GO TO Q. 5d)** |
| Not in labour force by choice | ☐4 | **GO TO Q. 7** |
| Going to school | ☐5 | **GO TO Q. 7** |

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5b) *ASK ONLY IF WORKING FULL OR PART TIME IN Q. 5a)*
What is your occupation?

______________________________________________ 75-

5c) How long have you been doing this job? *(DO NOT READ LIST. CHECK ONE ONLY)*

| | |
|---|---|
| Less than 6 months | ☐ 76-1 |
| 6 months - 1 year | ☐ 2 |
| 1 - 3 years | ☐ 3 |
| 2 - 5 years | ☐ 4 |
| More than 5 years | ☐ 5 |

5d) *ASK EVERYONE WHO IS WORKING FULL OR PART-TIME, OR UNEMPLOYED*

Currently, the minimum wage in Ontario is **$4.35 an hour for people over 18.** Would you say that your present salary, (or the wage you were earning at your last job if you are currently not working), was the same as, less than or greater than the minimum wage?

| | | |
|---|---|---|
| Your salary/wage is same as minimum wage | ☐ 77-1 | SKIP TO Q 6 |
| Your salary/wage is less than the minimum wage | ☐ 2 | SKIP TO Q 6 |
| Your salary/wage is greater than the minimum wage | ☐ 3 | |

5e) *ASK ONLY IF 'GREATER THAN MINIMUM WAGE' IN Q. 5d)...* In which of the following hourly wage categories would your wage rate fall? *(READ LIST. CHECK ONE ONLY)*

| | |
|---|---|
| Between $4.55 and $4.99 an hour | ☐ 78-1 |
| Between $5.00 and $5.99 and hour | ☐ 2 |
| Between $6.00 and $6.99 and hour | ☐ 3 |
| Between $7.00 and $9.99 and hour | ☐ 4 |
| Between $10.00 and $14.99 and hour | ☐ 5 |
| Over $15.00 an hour | ☐ 6 |
| Other ______________________ (specify) | ☐ 7 |

6. *ASK ONLY THOSE WHO SAID THEY WERE UNEMPLOYED IN Q. 5a)*
How long have you been unemployed? *(READ LIST)*

| | |
|---|---|
| Less than 6 months | ☐ 79-1 |
| 6 months to 1 year | ☐ 2 |
| More than 1 year | ☐ 3 |

SKIP TO Q.7b)

7a) *ASK THOSE WHO ARE NOT CURRENTLY UNEMPLOYED IN Q 5a)*
Have you ever been unemployed?

Yes ☐ 80-1    No ☐ 2    SKIP TO Q 8a)

7b) Since leaving school, how many times/periods of unemployment have you had?

| | | | |
|---|---|---|---|
| One | ☐ *11-1 | Five | ☐ 5 |
| Two | ☐ 2 | Six | ☐ 6 |
| Three | ☐ 3 | Seven | ☐ 7 |
| Four | ☐ 4 | More than seven | ☐ 8 |

7c) On the average, how long have these periods of unemployment lasted? *(READ LIST/CHECK ONE)*

| | |
|---|---|
| Less than 1 month | ☐ 12-1 |
| One to three months | ☐ 2 |
| Four to six months | ☐ 3 |
| Six months to a year | ☐ 4 |
| One to two years | ☐ 5 |
| More than two years | ☐ 6 |

*CARD 4

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8a) **And have you ever been on welfare, or social assistance?** ***(DO NOT READ)***

| | | |
|---|---|---|
| **Yes, have been on welfare in the past** | ☐ 13-1 | |
| **Yes, am presently on welfare** | ☐ 2 | |
| **No** | ☐ 3 | **SKIP TO Q.9a)** |

8b) **For how long a period were you, or have you been on welfare?** ***(READ LIST)***

| | |
|---|---|
| **Less than 6 months** | ☐ 14-1 |
| **6 months to a year** | ☐ 2 |
| **1 to 2 years** | ☐ 3 |
| **3 to 5 years** | ☐ 4 |
| **More than 5 years** | ☐ 5 |

9a) Now, we just have a few more general questions to ask.

First, were you born in Canada?

Yes ☐ 15-1 No ☐ 2

9b) Were either of your parents born in Canada?

Yes ☐ 16-1 No ☐ 2

10a) What was the language you first spoke in childhood and still understand? *(RECORD BELOW)*

10b) What is the language that is used in your home?

| | ---Q.10a)---<br>Language first spoken | ---Q.10b)---<br>Language used in the home |
|---|---|---|
| French | ☐ 17-1 | ☐ 18-1 |
| English | ☐ 2 | ☐ 2 |
| German | ☐ 3 | ☐ 3 |
| Ukrainian | ☐ 4 | ☐ 4 |
| Italian | ☐ 5 | ☐ 5 |
| Dutch | ☐ 6 | ☐ 6 |
| Polish | ☐ 7 | ☐ 7 |
| Canadian Indian | ☐ 8 | ☐ 8 |
| Other ___________ (specify) | ☐ 9 | ☐ 9 |

11. What is your own religious affiliation, if any?

| | |
|---|---|
| **Catholic** | ☐ 19-1 |
| **Jewish** | ☐ 2 |
| **7th Day Adventist** | ☐ 3 |
| **Protestant** *(that is, United, Presbyterian, Anglican, Lutheran, Baptist)* | ☐ 4 |
| **Other** _______________ | ☐ 5 |
| **None** | ☐ 6 |
| **Refused** | ☐ 7 |

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12. **Sometimes our nationality or religious backgrounds make us think of ourselves not only as Canadian, but as related to other countries as we call ourselves 'French' or 'English' or 'Jewish'. Thinking of your background, what would you call yourself?**

| | | | | | |
|---|---|---|---|---|---|
| **English** | ☐ 20-Y | **French** | ☐ 4 | **German** | ☐ 21-Y |
| **Scottish** | ☐ X | **Jewish** | ☐ 5 | **Ukranian** | ☐ X |
| **Polish** | ☐ 0 | **Irish** | ☐ 6 | **Dutch** | ☐ 0 |
| **Italian** | ☐ 1 | **Yugoslav** | ☐ 7 | **Other** ________ | |
| **Spanish** | ☐ 2 | **Pakistani** | ☐ 8 | ____________ | ☐ 1 |
| **Indian** (North American) | ☐ 3 | **Chinese** | ☐ 9 | **(specify)** | |

13. **Are you right-handed or left-handed?**

| | |
|---|---|
| **Right-handed** | ☐ 22-1 |
| **Left-handed** | ☐ 2 |
| **Ambidextrous** | ☐ 3 |

14. In which of the following categories does your total personal income before taxes fall?

| | | | |
|---|---|---|---|
| Under $10,000 | ☐ 23-1 | **$25,000 - $29,999** | ☐ 5 |
| $10,000 - $14,999 | ☐ 2 | **$30,000 - $34,999** | ☐ 6 |
| $15,000 - $19,999 | ☐ 3 | **$35,000 or more** | ☐ 7 |
| $20,000 - $24,999 | ☐ 4 | (DO NOT READ) Refused | ☐ 8 |

15. And in which of the following categories does your total household income before taxes fall?

| | | | |
|---|---|---|---|
| Under $10,000 | ☐ 24-1 | **$25,000 - $29,999** | ☐ 5 |
| **$10,000 - $14,999** | ☐ 2 | **$30,000 - $34,999** | ☐ 6 |
| **$15,000 - $19,999** | ☐ 3 | **$35,000 or more** | ☐ 7 |
| **$20,000 - $24,999** | ☐ 4 | (DO NOT READ) Refused | ☐ 8 |

16. INTERVIEW QUALIFIES AS:

| | | | |
|---|---|---|---|
| Urban | ☐ 25-1 | Rural | ☐ 2 |

**Thank you very much for your co-operation.**

26-
27-
28-
29-

RESPONDENT'S NAME ______________________________

RESPONDENT'S ADDRESS ______________________________

CITY ____________________ POSTAL CODE ____________________

TELEPHONE NUMBER ______________________________

INTERVIEWER'S NAME ______________________________

DATE OF INTERVIEW ______________________________

FOR OFFICE USE ONLY

CODED BY ______________________________

CHECKED BY ______________________________

VERIFIED BY ______________________________

KEYPUNCHED BY ______________________________

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6-0
7-1
8-
9-
10-

___ ___ ___ ___ ___
1 2 3 4 5

**PROJECT #877019 - PARENTS**

**GOLDFARB CONSULTANTS**

Good morning/afternoon/evening. My name is ____________________ of Goldfarb Consultants, a research firm specializing in many types of consumer and opinion research. We are conducting a study regarding education in Ontario and would appreciate a few minutes of your time. We are not selling anything. We are simply interested in your attitudes and opinions. May I have a few minutes of your time? Thank you.

A. First, do you or does anyone in your household work for ... *(READ LIST)*

| | Yes | No |
|---|---|---|
| An advertising agency | ☐ | ☐ |
| A newspaper/magazine | ☐ | ☐ |
| A radio/television station | ☐ | ☐ |
| A market/opinion research firm | ☐ | ☐ |

**IF 'YES' TO ANY OF THE ABOVE, TERMINATE.**

B. We are particularly interested in speaking to parents of students who decided to leave an Ontario secondary school before graduating; that is, parents of young people aged 15 to 30 who decided to drop out of school before completing Grade Twelve, or parents of students who dropped out of school for a while, and then decided to return to school. Do you fit that description?

Yes ☐ **GO TO Q. 'C'**

No ☐ **ASK IF ANYONE ELSE IN THE HOUSEHOLD FITS THE DESCRIPTION.**

**IF 'YES', ASK TO SPEAK TO THAT PERSON. IF HE/SHE IS NOT AVAILABLE, ARRANGE TO CALL BACK AT A CONVENIENT TIME.**

**IF 'NO', BEFORE TERMINATING, ASK REFERRAL QUESTION AT END OF SCREENER**

C. I'd just like to ask you a few more questions to make sure you are the person I should be talking to. First, how many children do you have that are aged 15 to 30? *(DO NOT READ LIST)*

One ☐ 11-1
Two ☐ 2
Three ☐ 3
Four ☐ 4

Five ☐ 5
Six ☐ 6
Seven ☐ 7
More than seven ☐ 8

None ☐ 9→ **TERMINATE, BUT FIRST ASK REFERRAL QUESTION AT END OF SCREENER**

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D. Have any of these children/has this child... *(READ LIST AND CHECK EITHER 'YES' OR 'NO' FOR EACH)*

| | Yes | No | |
|---|---|---|---|
| Graduated from university | ☐ 12-1 | ☐ 2 | |
| Graduated from community college | ☐ 13-1 | ☐ 2 | |
| Completed secondary school | ☐ 14-1 | ☐ 2 | |
| Dropped out of secondary school | ☐ 15-1 | ☐ 2 → | **TERMINATE, BUT FIRST ASK REFERRAL QUESTION AT END OF SCREENER** |
| Or, are they all too young to have completed their education | ☐ 16-1 | ☐ 2 | |

E. Now, think about your last child to leave school before graduating. Is that person a...

Boy ☐ 17-1
Girl ☐ 2

F. In what year did he/she drop out? *(DO NOT READ)*

| | | |
|---|---|---|
| 1978 or before | ☐ → | **TERMINATE, BUT FIRST ASK REFERRAL QUESTION AT END OF SCREENER** |
| 1979 | ☐ 18-1 | |
| 1980 | ☐ 2 | |
| 1981 | ☐ 3 | |
| 1982 | ☐ 4 | |
| 1983 | ☐ 5 | |
| 1984 | ☐ 6 | |
| 1985 | ☐ 7 | |
| 1986 | ☐ 8 | |
| 1987 | ☐ 9 | |

G. Was he/she enrolled in a public, separate or private school?

| | | |
|---|---|---|
| Public | ☐ 19-1 | |
| Separate | ☐ 2 | |
| Private | ☐ 3 → | **TERMINATE, BUT FIRST ASK REFERRAL QUESTION AT END OF SCREENER** |

**PARENT QUALIFIES TO BE INTERVIEWED IF:**

- he/she has a child aged 15 - 30 who dropped out of a public or separate high school between 1979 and 1987.

H. Respondent (ie. the parent) is ...

Male ☐ 20-1
Female ☐ 2

**CHECK QUOTAS. TERMINATE IF NECESSARY. OTHERWISE PROCEED TO SECTION ONE**

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## REFERRAL QUESTION

## TO BE ASKED ONLY IF NO QUALIFYING PARENT IN HOUSEHOLD

As I mentioned, we are looking for various types of people for this study. We are also looking for young people between the ages of 15 and 24 who fit into one of several categories.

First, we are looking for young people who graduated from high school.

Second, we are looking for young people who decided to leave high school or drop out before completing their high school education.

And finally, we are looking for young people who dropped out of high school and later went back to school, or went on to further their education.

Do you know anyone who would fit into one of these three categories, or do you know anyone who is a parent of a drop-out?

Yes ☐ No ☐

*IF YES, ASK:* Which category does that person fit?

Graduated high school ☐
Dropped out of high school ☐
Dropped out but later went back to school ☐
Parent of drop-out ☐

**CHECK QUOTAS.**
**IF QUOTA IS FULL, THANK RESPONDENT AND TERMINATE**
**IF QUOTA IS NOT FULL, ASK FOR NAME AND PHONE NUMBER OF REFERRAL.**

NAME OF PERSON BEING REFERRED ________________________

PHONE # OF PERSON BEING REFERRED ____________

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## SECTION ONE

*During the course of this interview, when I refer to 'your child', I will be referring. to your child who left high school before finishing. (If you had more than one child who dropped out of school, then we are referring to the last one who dropped out.)*

1a) **To begin our interview proper, I'd like to ask you your general opinion of the education system in Ontario. Would you say overall that the schools are doing an excellent job, a good job, a fair job or a poor job?**

| | |
|---|---|
| Excellent | ☐ 21-1 |
| Good | ☐ 2 |
| Fair | ☐ 3 |
| Poor | ☐ 4 |

1b) Why do you say this?

________________________________________ 22-

________________________________________

________________________________________ 23-

________________________________________

2. Now I'd like to ask about your views regarding specific areas of the **secondary** school system. While your child was in school, were you very satisfied, somewhat satisfied, not very satisfied or not satisfied at all with each of the following? Let's start with ...

*(ROTATE LIST)*

| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | *(DO NOT READ)* Not Applicable |
|---|---|---|---|---|---|
| The quality of teachers | ☐ 24-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Class size | ☐ 25-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The types of subjects offered | ☐ 26-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to learn about jobs or careers | ☐ 27-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The availability of extra help from teachers | ☐ 28-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The credit system | ☐ 29-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The availability and quality of guidance counselling | ☐ 30-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The rules students must follow concerning student behaviour | ☐ 31-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity for a student to "be himself/herself" and grow as an individual | ☐ 32-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The number of compulsory subjects a student had to take | ☐ 33-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The level of discipline in the school | ☐ 34-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The ability of teachers to present material in an interesting way | ☐ 35-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

NOTE: QUESTION CONTINUES ON NEXT PAGE

*(ROTATE LIST)*

| | Very satisfied | Somewhat satisfied | Not very satisfied | Not satisfied at all | *(DO NOT READ)* Not Applicable |
|---|---|---|---|---|---|
| The division of programmes into advanced, general and basic levels | ☐ 36-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The degree to which teachers were interested in each student | ☐ 37-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to have extra help from teachers when it was needed | ☐ 38-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The opportunity to foster a student's sense of self-worth | ☐ 39-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| The handling of drug and alcohol related problems in the schools | ☐ 40-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Methods of testing and evaluating students | ☐ 41-1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

3. Referring back to your last child to drop out of school, what grade was he/she in at the time?

Before Grade 8 ☐ 42-1
Grade 8 ☐ 2
Grade 9 ☐ 2
Grade 10 ☐ 2
Grade 11 ☐ 2
Grade 12 ☐ 2

4. And what kind of programme or level was this student in when he/she dropped out of school?... *(READ LIST)*

Advanced ☐ 43-1
General ☐ 2
Basic ☐ 3
Vocational ☐ 4

Technical ☐ 5
Special education ☐ 6
Alternative education ☐ 7

*(DO NOT READ)*
Don't know/don't recall ☐ 8
Other ____________ ☐ 9
(specify)

5a) Did this student ever skip or accelerate a grade?

Yes ☐ 44-1
No ☐ 2→ GO TO Q. 6a)

5b) *IF YES, ASK...* Which grade?

Before Grade 8 ☐ 45-1
Grade 8 ☐ 2
Grade 9 ☐ 3

Grade 10 ☐ 4
Grade 11 ☐ 5
Grade 12 ☐ 6

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**6a)** **And did he/she ever repeat a grade?**

| | | |
|---|---|---|
| **Yes** | ☐46-1 | |
| **No** | ☐2→ | **GO TO Q. 7** |

**6b)** ***IF YES, ASK...*** **Which grade?**

| | | | |
|---|---|---|---|
| **Before Grade 8** | ☐47-1 | **Grade 10** | ☐4 |
| **Grade 8** | ☐2 | **Grade 11** | ☐5 |
| **Grade 9** | ☐3 | **Grade 12** | ☐6 |

**7.** **In what month was this child born?**

| | | | |
|---|---|---|---|
| **January** | ☐48-Y | **July** | ☐4 |
| **February** | ☐X | **August** | ☐5 |
| **March** | ☐0 | **September** | ☐6 |
| **April** | ☐1 | **October** | ☐7 |
| **May** | ☐2 | **November** | ☐8 |
| **June** | ☐3 | **December** | ☐9 |

**8.** **I'd like you to try to describe this child for me. I am going to read you a list of descriptive words. Please place each word on a one-to-ten scale such that a one means the word does not describe your child at all, and a ten means the word describes him/her very well. Let's start with ...** ***(CIRCLE APPROPRIATE NUMBER FOR EACH)***

***(ROTATE)***

| | Not at all like him/her | | | | | | | | | Describes him/her very well | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Well-organized** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (49) |
| **Hard-working** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (50) |
| **Knowledgeable** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (51) |
| **Self-confident** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (52) |
| **Mechanically-inclined** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (53) |
| **Punctual** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (54) |
| **Curious** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (55) |
| **Responsible or reliable** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (56) |
| **Shy** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (57) |
| **Individualistic** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (58) |
| **Ambitious** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (59) |
| **A leader** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (60) |

**9a)** **In your view, what type of student benefits most from school? Would you say the school system is geared towards all students, or that it is mostly aimed at students with top marks, slow learners or both, or students in the middle range?**

| | | |
|---|---|---|
| **All students** | ☐61-1→ | **GO TO Q.10a** |
| **Top marks** | ☐2 | |
| **Slow learners** | ☐3 | |
| **Both top marks and slow learners** | ☐4 | |
| **Student in the middle range** | ☐5 | |
| **Other ___________ (specify)** | ☐6 | |

**9b)** **And who is the school system least geared to help ...**

***(READ)***

| | |
|---|---|
| **Students with top marks** | ☐62-1 |
| **Slow learners** | ☐2 |
| **Both students with top marks and slow learners. or** | ☐3 |
| **Students in the middle range** | ☐4 |

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**10a)** Educators give many possible reasons to explain why a child might leave school. Why, in your view, did your child decide to leave school?

______________________________________________ 63-

______________________________________________

______________________________________________ 64-

______________________________________________

**10b)** Can you think of any other reasons? *(PROBE FULLY)*

______________________________________________ 65-

______________________________________________

______________________________________________

**11.** If the blame or responsibility for your child's leaving school could be placed on a one-to-ten scale, in which a one means it was entirely the fault of the school system that he/she left school and a ten means it was entirely his/her fault, where, on this scale, would you place your child? *(CIRCLE APPROPRIATE NUMBER)*

| The school's fault | | | | | | | | | Your child's fault | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (66) |

**12a)** Can you identify a grade or grade area at which your child began to have problems or difficulties in school, or began to dislike school?

Yes ☐67-1 No ☐2 **GO TO Q.13a**

**12b)** In what grade or grade range would that have been? *(DO NOT READ)*

| | | | |
|---|---|---|---|
| Kindergarten | ☐68-Y | Grade 10 | ☐8 |
| Grade 1 | ☐X | Grade 11 | ☐9 |
| Grade 2 | ☐0 | Grade 12 | ☐69-Y |
| Grade 3 | ☐1 | | |
| Grade 4 | ☐2 | The elementary grades | ☐0 |
| Grade 5 | ☐3 | Junior High (Grades 7-8) | ☐1 |
| Grade 6 | ☐4 | High/secondary school | ☐2 |
| Grade 7 | ☐5 | Don't know/ can't pinpoint it | ☐3 |
| Grade 8 | ☐6 | | |
| Grade 9 | ☐7 | | |

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**13a) In elementary school, did this child enjoy school ...**

| | |
|---|---|
| A great deal | ☐ 70-1 |
| Somewhat | ☐ 2 |
| Not very much, or | ☐ 3 |
| Not at all | ☐ 4 |

**13b) And did he/she do very well, reasonably well or poorly in elementary school?**

| | |
|---|---|
| Very well | ☐ 71-1 |
| Reasonably well | ☐ 2 |
| Poorly | ☐ 3 |

**14. In elementary school, did this child have any difficulties with ...(i)reading, ...(ii) writing or ... (iii)mathematics?**

| | | Yes | No |
|---|---|---|---|
| (i) | Reading | ☐ 72-1 | ☐ 2 |
| (ii) | Writing | ☐ 73-1 | ☐ 2 |
| (iii) | Mathematics | ☐ 74-1 | ☐ 2 |

15a) Did your child attend a junior high school for grades 6, 7, 8 or 9?

| | | |
|---|---|---|
| Yes | ☐ 75-1 | |
| No | ☐ 2→ | **GO TO Q. 16a)** |

15b) *IF YES, ASK...*, Did he/she enjoy junior high ...

| | |
|---|---|
| A great deal | ☐ 76-1 |
| Somewhat | ☐ 2 |
| Not very much, or | ☐ 3 |
| Not at all | ☐ 4 |

15c) And did this student do very well, reasonably well or poorly in junior high school?

| | |
|---|---|
| Very well | ☐ 77-1 |
| Reasonably well | ☐ 2 |
| Poorly | ☐ 3 |

**16a) In high school, were there any subjects which were particularly difficult for this student?**

| | | |
|---|---|---|
| Yes | ☐ 78-1 | |
| No | ☐ 2→ | **GO TO Q.17a)** |

**16b) Which subject or subjects?** ***(DO NOT READ / CHECK ALL MENTIONS)***

| | | | |
|---|---|---|---|
| Art | ☐ 79-Y | Industrial Arts | ☐ 7 |
| Auto Mechanics | ☐ X | Mathematics | ☐ 8 |
| Computer Science | ☐ 0 | Music | ☐ 9 |
| English | ☐ 1 | Physical Education | ☐ 80-Y |
| Family Studies | ☐ 2 | Reading | ☐ X |
| French | ☐ 3 | Science | ☐ 0 |
| Geography | ☐ 4 | Writing | ☐ 1 |
| Grammar | ☐ 5 | Other ______________ (specify) | ☐ 2 |
| History | ☐ 6 | | |

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**17a) And were there any subjects this child failed in high school?**

| | | |
|---|---|---|
| **Yes** | ☐ *11-1 | |
| **No** | ☐ 2→ | **GO TO Q.18a)** |

**17b) Which subject or subjects?** ***(DO NOT READ / CHECK ALL MENTIONS)***

| | | | |
|---|---|---|---|
| **Art** | ☐ 12-Y | **Industrial Arts** | ☐ 7 |
| **Auto Mechanics** | ☐ X | **Mathematics** | ☐ 8 |
| **Computer Science** | ☐ 0 | **Music** | ☐ 9 |
| **English** | ☐ 1 | **Physical Education** | ☐ 13-Y |
| **Family Studies** | ☐ 2 | **Reading** | ☐ X |
| **French** | ☐ 3 | **Science** | ☐ 0 |
| **Geography** | ☐ 4 | **Writing** | ☐ 1 |
| **Grammar** | ☐ 5 | **Other** ______________ | ☐ 2<br>**(specify)** |
| **History** | ☐ 6 | | |

**18a) What could the school system have done differently that might have helped your child succeed and/or enjoy school?** ***(PROBE FULLY)***

______________________________________________ 14-

______________________________________________

______________________________________________ 15-

______________________________________________

**18b) Are there any other things you can think of?**

______________________________________________ 16-

______________________________________________

______________________________________________

______________________________________________

**19. Do you view dropping out of school as having limited or as potentially limiting in the future your child's opportunities for ...**

| | **Yes** | **No** |
|---|---|---|
| **Finding a job** | ☐ 17-1 | ☐ 2 |
| **For choosing the job he/she wanted** | ☐ 18-1 | ☐ 2 |
| **For career advancement** | ☐ 19-1 | ☐ 2 |
| **For his/her income level** | ☐ 20-1 | ☐ 2 |
| **For his/her intellectual development** | ☐ 21-1 | ☐ 2 |
| **For his/her social development** | ☐ 22-1 | ☐ 2 |

***CARD 2**

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## SECTION TWO

**1a) After dropping out, did this child go back to school, or continue his/her education, either full-time or part-time? *(DO NOT READ)***

| | |
|---|---|
| **Yes** | **☐23-1** |
| **No** | **☐2→ GO TO Q. 2** |
| **Plans to go in future** | **☐3→ GO TO Q. 2** |

**1b) What kind of programme did he/she take, or what kind of school did he/she attend? Was it...*(READ)***

| | |
|---|---|
| **Night school** | **☐24-1** |
| **Correspondence courses** | **☐2** |
| **Return to high school** | **☐3** |
| **University** | **☐4** |
| **Community College** | **☐5** |
| **Futures** | **☐6** |
| **An apprenticeship programme other than Futures** | **☐7** |
| **Other __________ (specify)** | **☐8** |
| **Don't know** | **☐9** |

**1c) Was his/her attitude different this time from when he/she was in school previously?**

**Yes ☐25-1 No ☐2 GO TO Q. 2**

**1d) In what way? *(Probe fully)***

________________________________________________ **26-**

________________________________________________

________________________________________________ **27-**

________________________________________________

**2. In your view, should drop-outs be paid by the Ministry of Education if they return to high school?**

**Yes ☐28-1 No ☐2**

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## BASIC DATA

**Now, in order to classify our data, we need some basic information about you. All of this information is strictly confidential and used for statistical purposes only.**

**1. In which of the following age categories do you belong?**

| | | | |
|---|---|---|---|
| 18-24 | ☐29-1 | 45-54 | ☐5 |
| 25-29 | ☐2 | 55-64 | ☐6 |
| 30-34 | ☐3 | 65 & over | ☐7 |
| 35-44 | ☐4 | | |

**2. Are you ...**

| | |
|---|---|
| single | ☐30-1 |
| married | ☐2 |
| living in a common-law relationship | ☐3 |
| remarried | ☐4 |
| divorced/widowed/separated | ☐5 |

**3a) In which education category do you belong?**

| | |
|---|---|
| Some/completed public school | ☐31-1 |
| Some/completed high school | ☐2 |
| Some/completed community college | ☐3 |
| Some/completed university | ☐4 |
| Some/completed graduate school | ☐5 |

**3b) *(ASK ONLY IF MARRIED, REMARRIED OR LIVING COMMON LAW)***

**Does your spouse have a university or college education?**

**Yes** ☐32-1 **No** ☐2

**4a) Are you presently**

| | |
|---|---|
| working full-time | ☐33-1 |
| working part-time | ☐2 |
| unemployed | ☐3 |
| retired | ☐4 |
| not in labour force by choice | ☐5 |

**4b) What is your occupation?**

________________________________________ 34-

**4c) *(ASK Q. 4c) and 4d) ONLY IF MARRIED, REMARRIED OR LIVING COMMON LAW)***

**Is your spouse ...**

| | |
|---|---|
| working full-time | ☐35-1 |
| working part-time | ☐2 |
| unemployed | ☐3 |
| retired | ☐4 |
| not in labour force by choice | ☐5 |

**4d) What is his/her occupation?**

________________________________________ 36-

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**5a)** **What was the language you first spoke in childhood and still understand?** ***(RECORD BELOW)***

**5b)** **What is the language that is use in your home?**

| | **---Q.5a)---**<br>**Language first spoken** | **---Q.5b)---**<br>**Language used in the home** |
|---|---|---|
| French | ☐37-1 | ☐38-1 |
| English | ☐2 | ☐2 |
| German | ☐3 | ☐3 |
| Ukrainian | ☐4 | ☐4 |
| Italian | ☐5 | ☐5 |
| Dutch | ☐6 | ☐6 |
| Polish | ☐7 | ☐7 |
| Canadian Indian | ☐8 | ☐8 |
| Other ___________ | ☐9 | ☐9 |

**6.** **What is your own religious affiliation, if any?**

| | |
|---|---|
| Catholic | ☐39-1 |
| Jewish | ☐2 |
| 7th Day Adventist | ☐3 |
| Protestant *(that is, United, Presbyterian, Anglican, Lutheran, Baptist)* | ☐4 |
| Other _______________ | ☐5 |
| None | ☐6 |
| Refused | ☐7 |

**7.** **Sometimes our nationality or religious backgrounds make us think of ourselves not only as Canadian, but as related to other countries as we call ourselves 'French' or 'English' or 'Jewish'. Thinking of your background, what would you call yourself?**

| | | | | | |
|---|---|---|---|---|---|
| English | ☐40-Y | French | ☐ 4 | German | ☐41-Y |
| Scottish | ☐ X | Jewish | ☐ 5 | Ukranian | ☐ X |
| Polish | ☐ 0 | Irish | ☐ 6 | Dutch | ☐ 0 |
| Italian | ☐ 1 | Yugoslav | ☐ 7 | Other _________ | |
| Spanish | ☐ 2 | Pakistani | ☐ 8 | _____________ | ☐ 1 |
| Indian (North American) | ☐ 3 | Chinese | ☐ 9 | (specify) | |

**8.** **Finally, in which of the following categories does your total household income before taxes fall?**

| | | |
|---|---|---|
| | Under $10,000 | ☐42-1 |
| | $10,000 - $14,999 | ☐2 |
| | $15,000 - $19,999 | ☐3 |
| | $20,000 - $24,999 | ☐4 |
| | $25,000 - $29,999 | ☐5 |
| | $30,000 - $34,999 | ☐6 |
| | $35,000 or more | ☐7 |
| (DO NOT READ) | Refused | ☐8 |

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**Thank you for your cooperation.**

43-
44-
45-
46-

**RESPONDENT'S NAME** ______________________________

**RESPONDENT'S ADDRESS** ______________________________

**CITY** ______________________________

**POSTAL CODE** ______________________________

**TELEPHONE NUMBER** ______________________________

**INTERVIEWER'S NAME** ______________________________

**DATE OF INTERVIEW** ______________________________

FOR OFFICE USE ONLY

**CODED BY** ______________________________

**CHECKED BY** ______________________________

**VERIFIED BY** ______________________________

**KEYPUNCHED BY** ______________________________

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6-0
7-1
8-
9-
10-

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

**PROJECT #877019 - TEACHERS**

**GOLDFARB CONSULTANTS**

Good morning/afternoon/evening. My name is ____________________ of Goldfarb Consultants, a research firm specializing in many types of opinion and consumer research. We are conducting a study regarding education in Ontario and would appreciate a few minutes of your time. We are not selling anything. We are simply interested in your attitudes and opinions. May I have a few minutes of your time? Thank you.

A. First, do you or does anyone in your household work for ... *(READ LIST)*

| | Yes | No |
|---|---|---|
| An advertising agency | ☐ | ☐ |
| A newspaper/magazine | ☐ | ☐ |
| A radio/television station | ☐ | ☐ |
| A market/opinion research firm | ☐ | ☐ |

**IF 'YES' TO ANY OF THE ABOVE, TERMINATE.**

B. For our studies, we like to talk to different kinds of people about their opinions and experiences. For this study, we are talking with various groups of people, and for this particular interview, I would like to talk to a teacher employed full-time in a public Ontario elementary or secondary school. Are you such a teacher?

Yes ☐

No ☐2 ASK IF ANYONE ELSE IN HOUSEHOLD IS A TEACHER. IF 'YES', ASK TO SPEAK TO THE TEACHER. IF TEACHER IS NOT AVAILABLE, ARRANGE TO CALL BACK.

IF THERE IS NO TEACHER IN HOUSEHOLD, SKIP TO REFERRAL QUESTION ON PAGE 2

C. I understand that classes are not presently in session, but are you employed full time during the school year by an elementary or secondary school board?

Elementary ☐11-1
Secondary ☐2

**CHECK QUOTAS. TERMINATE IF NECESSARY**

D. And is your school board part of the public, separate or private system?

Public ☐12-1
Separate ☐2

Private ☐3 SKIP TO REFERRAL QUESTION ON PAGE 2

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E. How long have you been teaching full time? *(DO NOT READ)*

One to three years ☐→ TERMINATE
More than three years ☐

F. Respondent is ...

Male ☐ 13-1
Female ☐ 2

**SKIP TO SECTION ONE**

## REFERRAL QUESTION

## TO BE ASKED ONLY IF NO QUALIFYING TEACHERS IN HOUSEHOLD

As I mentioned, we are looking for various types of people for this study. We are also looking for young people between the ages of 15 and 24 who fit into one of several categories.

First, we are looking for young people who graduated from high school.

Second, we are looking for young people who decided to leave high school or drop out before completing their high school education.

And finally, we are looking for young people who dropped out of high school and later went back to school, or went on to further their education.

Do you know anyone who would fit into one of these three categories, or do you know anyone who is a parent of a drop-out?

Yes ☐ No ☐

*IF YES, ASK* Which category does that person fit?

Graduated high school ☐
Dropped out of high school ☐
Dropped out but later went back to school ☐
Parent of drop-out ☐

**CHECK QUOTAS.**
**IF QUOTA IS FULL, THANK RESPONDENT AND TERMINATE**
**IF QUOTA IS NOT FULL, ASK FOR NAME AND PHONE NUMBER OF REFERRAL.**

NAME OF PERSON BEING REFERRED ______________________

PHONE # OF PERSON BEING REFERRED ________

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## SECTION ONE

*This study specifically concerns the student retention, or drop-out rate, in Ontario secondary schools. In other words, we'd like you to think about students who have decided to leave school before completing Grade Twelve.*

**1. First, think about the drop-out situation overall. How serious a problem do you view it to be? In your view, is it a very serious problem, a serious problem or not a problem at all?**

| | |
|---|---|
| **A very serious problem** | ☐14-1 |
| **A problem** | ☐2 |
| **Not a problem at all** | ☐3 |

**2a) What do you consider to be the major cause or causes of the drop-out problem? *(PROBE FULLY)***

________________________________________ 15-

________________________________________ 16-

2b) Are there any other causes that come to mind? *(PROBE FULLY)*

________________________________________ 17-

**3. I am going to read you a list of factors that have been cited as possibly contributing to a student's decision to drop out of school. As I read through the list of about twenty items, please tell me whether in your view each is a very important factor, somewhat important, not very important or not important at all in motivating a student to drop out of secondary school. Let's start with....**

***(ROTATE)***

| | Very important | Somewhat important | Not very important | Not important at all! |
|---|---|---|---|---|
| **Academic difficulties or frustrations** | ☐18-1 | ☐2 | ☐3 | ☐4 |
| **The student's attitude towards school** | ☐19-1 | ☐2 | ☐3 | ☐4 |
| **Family problems** | ☐20-1 | ☐2 | ☐3 | ☐4 |
| **Learning disabilities, whether diagnosed or undiagnosed** | ☐21-1 | ☐2 | ☐3 | ☐4 |
| **A student's personal or emotional problems** | ☐22-1 | ☐2 | ☐3 | ☐4 |
| **Poor work habits** | ☐23-1 | ☐2 | ☐3 | ☐4 |
| **Weak self-image or self-esteem** | ☐24-1 | ☐2 | ☐3 | ☐4 |
| **Poor role models in the home** | ☐25-1 | ☐2 | ☐3 | ☐4 |
| **Factors relating to different learning styles** | ☐26-1 | ☐2 | ☐3 | ☐4 |

**NOTE: QUESTION CONTINUES ON NEXT PAGE**

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*(ROTATE)*

| | Very important | Somewhat important | Not very important | Not important at all |
|---|---|---|---|---|
| A tendancy to judge a student based on his/her appearance or demeanour rather than his/her aptitude | ☐ 27-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Difficulties encountered changing schools due to moving from area to area | ☐ 28-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Class size, or the degree to which individual attention can be granted to each student | ☐ 29-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| The appropriateness of the types of subjects offered for this kind of student | ☐ 30-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| The availability of guidance facilities | ☐ 31-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| The degree to which academic help for students with difficulty is available | ☐ 32-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| The fact that programmes are streamed into Advanced, General and Basic level | ☐ 33-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| The nature of the Basic level programmes themselves | ☐ 34-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| The nature of the General level programmes themselves | ☐ 35-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Difficulties reading | ☐ 36-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Difficulties writing | ☐ 37-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Difficulties adjusting to the semester system | ☐ 38-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Difficulties adjusting to the credit system | ☐ 39-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Factors related to ethnic background | ☐ 40-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Peer influence | ☐ 41-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Language difficulties, whereby the student's first language is one other than English or French | ☐ 42-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| A need or desire on the part of the student to get a job and earn money | ☐ 43-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| A desire on the part of the student to 'opt out' of society | ☐ 44-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| Unplanned pregnancies for female students | ☐ 45-1 | ☐ 2 | ☐ 3 | ☐ 4 |
| A desire on the part of the student to party of have a good time | ☐ 46-1 | ☐ 2 | ☐ 3 | ☐ 4 |

4. Do any other factors now come to mind that we might have missed?

____________________________________________ 47-

____________________________________________

____________________________________________ 48-

____________________________________________

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5. **If you were to try to draw a portrait of a so-called "typical drop-out", how would you describe him or her? I am going to read you a list of adjectives. Please rate each word on a one-to-ten scale such that a one means the adjective does not describe a typical drop-out at all and a ten means it describes the drop-out very well. Let's start with ...**

| **(ROTATE)** | **Does not describe a drop-out at all** | | | | | | | | | **Describes a drop-out very well** | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Well-organized** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (49) |
| **Hard-working** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (50) |
| **Knowledgeable** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (51) |
| **Self-confident** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (52) |
| **Mechanically-inclined** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (53) |
| **Punctual** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (54) |
| **Curious** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (55) |
| **Responsible or reliable** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (56) |
| **Shy** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (57) |
| **Individualistic** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (58) |
| **Ambitious** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (59) |
| **A leader** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (60) |

6. **In your opinion, how early, or roughly at what grade level or levels in a student's career can potential problems, or a potential drop-out, be spotted?**

***(DO NOT READ / CHECK ALL MENTIONS)***

| | |
|---|---|
| **Kindergarten** | ☐ 61-Y |
| **Grade 1** | ☐ X |
| **Grade 2** | ☐ 0 |
| **Grade 3** | ☐ 1 |
| **Grade 4** | ☐ 2 |
| **Grade 5** | ☐ 3 |
| **Grade 6** | ☐ 4 |
| **Grade 7** | ☐ 5 |
| **Grade 8** | ☐ 6 |
| **Grade 9** | ☐ 7 |
| **Grade 10** | ☐ 8 |
| **Grade 11** | ☐ 9 |
| **Some time in elementary school** | ☐ 62-Y |
| **Some time in junior high school** | ☐ X |
| **Not until high school** | ☐ 0 |
| **Cannot be identified early** | ☐ 1 |
| **Don't know** | ☐ 2 |

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**7a) In your view, who benefits most from school? Would you say the school system is geared towards all students, or that it is mostly aimed at students with top marks, slow learners or both, or students in the middle range?**

| | |
|---|---|
| **All students** | ☐ **63-1** |
| **Top marks** | ☐ **2** |
| **Slow learners** | ☐ **3** |
| **Both top marks and slow learners** | ☐ **4** |
| **Students in the middle range** | ☐ **5** |
| **Other** ______________ *(specify)* | ☐ **6** |

**7b) And who is the school system least geared to help ... *(READ)***

| | |
|---|---|
| **Students with top marks** | ☐ **64-1** |
| **Slow learners** | ☐ **2** |
| **Both students with top marks and slow learners or** | ☐ **3** |
| **Students in the middle range** | ☐ **4** |

8. In your classroom would you say you focus on all students equally, or do you tend to give more attention to brighter students, to weaker students or to special students?

| | |
|---|---|
| All equally | ☐ 65-1 |
| Brighter students | ☐ 2 |
| Weaker students | ☐ 3 |
| Special students | ☐ 4 |

9a) What, in your view, might be done to help alleviate the drop-out problem? *(PROBE FULLY)*

________________________________________ 66-

________________________________________

________________________________________ 67-

________________________________________

9b) Are there any other ways that you can think of?

________________________________________ 68-

________________________________________

________________________________________

10a) Have you taught any drop-outs who later dropped back into the system, that is, returned to school after dropping out?

Yes ☐ 69-1 No ☐ 2 **GO TO Q.11**

10b) Would you please identify for me ways in which the behaviour or attitude of these students seems different from the behaviour and attitudes they demonstrated before they quit school?

________________________________________ 70-

________________________________________

________________________________________ 71-

________________________________________

11. In your view, should drop-outs be paid by the Ministry of Education for going back to secondary school?

Yes ☐ 72-1 No ☐ 2

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**Thank you for your cooperation.**

73-
74-
75-
76-

RESPONDENT'S NAME ____________________

RESPONDENT'S ADDRESS ____________________

CITY ____________________

POSTAL CODE ____________________

TELEPHONE NUMBER ____________________

INTERVIEWER'S NAME ____________________

DATE OF INTERVIEW ____________________

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6-0
7-1
8-
9-
10-

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

**PROJECT #877019 - EMPLOYERS**

**GOLDFARB CONSULTANTS**

Good morning/afternoon/evening. My name is ____________________ of Goldfarb Consultants, a research firm specializing in many types of opinion and consumer research. We are conducting a study regarding education in Ontario and would appreciate a few minutes of your time. We are not selling anything. We are simply interested in your attitudes and opinions.

A. First, do you or does anyone in your household work for ... *(READ LIST)*

| | Yes | No |
|---|---|---|
| An advertising agency | ☐ | ☐ |
| A newspaper/magazine | ☐ | ☐ |
| A radio/television station | ☐ | ☐ |
| A market/opinion research firm | ☐ | ☐ |

**IF 'YES' TO ANY OF THE ABOVE, TERMINATE.**

B. In our studies, we like to talk to different kinds of people about their opinions and experiences. We are currently conducting a study regarding education in Ontario; more specifically, regarding the drop-out phenomenon whereby students leave school before completing their high school education. In this phase of the study, we are interested in speaking with people who have hired or supervised both young people who have graduated from Grade Twelve from an Ontario public secondary school, as well as young people who dropped out before graduating. Are you someone who has hired or supervised both high school graduates and high school drop-outs?

Yes ☐

No ☐ ASK TO SPEAK TO APPROPRIATE PERSON. IF APPROPRIATE PERSON IS NOT AVAILABLE, ARRANGE TO CALL BACK. IF NO ONE HAS HIRED/SUPERVISED GRADUATES AND DROP-OUTS, TERMINATE.

C. First, I need to ask you a few questions to make sure you are, in fact, the person I should be talking to. Are you in a position to supervise graduates and non-graduates of the Ontario secondary school system: that is, people who have completed their high school education and as well as those who left school before finishing Grade 12? We ask that these graduates and drop-outs presently be under 26 years of age.

Yes ☐ No ☐ TERMINATE

D. And have you supervised at least five people in each category within the last five years?

Yes ☐ No ☐ TERMINATE

E. In what capacity were these people hired? *(DO NOT READ / CHECK ALL THAT APPLY)*

| | | | | |
|---|---|---|---|---|
| Sales | ☐ 11-1 | Service | ☐ 4 | |
| Skilled labour | ☐ 2 | Technical | ☐ 5 | |
| Unskilled labour | ☐ 3 | Clerical | ☐ 6 | |
| | | Professional | ☐ | TERMINATE |
| | | Managerial/administrative | ☐ | TERMINATE |
| | | Other ____________ | ☐ | TERMINATE |

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## SECTION ONE

1a) In your industry, or for your business, how important would you say it is that an employee have completed high school? Is it very important, somewhat important, not very important or not important at all?

| | |
|---|---|
| Very important | ☐ 12-1 |
| Somewhat important | ☐ 2 |
| Not very important | ☐ 3 |
| Not important at all | ☐ 4 |

1b) And when you are hiring a new employee, how often do you question them about their level of education? Do you...
*(READ)*

| | |
|---|---|
| Always ask about their education | ☐ 13-1 |
| Sometimes ask | ☐ 2 |
| Occasionally ask , or | ☐ 3 |
| Never ask about their education | ☐ 4 |

2a) I'd like you to think about employees you have worked with who have graduated from high school and those who have not graduated -- in other words, students who have dropped out of secondary school. I'm going to ask you to compare the two. Would you say that the students who dropped out are better, worse or the same overall as graduates in terms of each of the skills and attributes I read to you. For example, are drop-outs better than graduates, worse or the same as graduates in terms of...

*(ROTATE)*

| | DROP-OUTS ARE... | | |
|---|---|---|---|
| | Better | Worse | Same |
| Their generalized knowledge | ☐ 14-1 | ☐ 2 | ☐ 3 |
| Their sense of commitment to their work | ☐ 15-1 | ☐ 2 | ☐ 3 |
| Their ability to work with others | ☐ 16-1 | ☐ 2 | ☐ 3 |
| Their skills at problem-solving | ☐ 17-1 | ☐ 2 | ☐ 3 |
| Their degree of self-discipline | ☐ 18-1 | ☐ 2 | ☐ 3 |
| Their ability to make decisions | ☐ 19-1 | ☐ 2 | ☐ 3 |

2b) And how would you say people who dropped out of high school compare with graduates for the following characteristics? For example would you say drop-outs are more ...*(READ CHARACTERISTIC FROM LIST)* ...than graduates, less __________ or about the same as graduates?

*(ROTATE LIST)*

| | DROP-OUTS ARE... | | |
|---|---|---|---|
| | More | Less | Same |
| Ambitious | ☐ 20-1 | ☐ 2 | ☐ 3 |
| Creative | ☐ 21-1 | ☐ 2 | ☐ 3 |
| Motivated | ☐ 22-1 | ☐ 2 | ☐ 3 |
| Individualistic | ☐ 23-1 | ☐ 2 | ☐ 3 |
| Self-confident | ☐ 24-1 | ☐ 2 | ☐ 3 |
| Dependable | ☐ 25-1 | ☐ 2 | ☐ 3 |
| Courteous | ☐ 26-1 | ☐ 2 | ☐ 3 |

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3. **Please think in general about employees you have had who did not graduate from high school -- in other words, high school drop-outs. I'd like you to rate them for me on a one-to-ten scale as I read through a list of adjectives, where a "ten" means the word or phrase describes drop-outs very well, and one means the word or phrase does not describe them at all. Let's start with...**

***(ROTATE)***

| | Does not describe drop-outs at all | | | | | | | | Describes drop-outs very well | |
|---|---|---|---|---|---|---|---|---|---|---|
| Well-organized | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (27) |
| Hard-working | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (28) |
| Knowledgeable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (29) |
| Self-confident | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (30) |
| Mechanically-inclined | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (31) |
| Punctual | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (32) |
| Curious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (33) |
| Responsible or reliable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (34) |
| Shy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (35) |
| Individualistic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (36) |
| Ambitious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (37) |
| A leader | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (38) |

4a) Currently, the minimum wage in Ontario is $4.35 an hour for people over 18. In your view, should high school drop-outs be paid the minimum wage, less than the minimum wage, or more than the minimum wage?

| | |
|---|---|
| The minimum wage | ☐ 39-1 |
| Less than the minimum wage | ☐ 2 |
| More than the minimum wage | ☐ 3 |

*DON'T READ*

| | |
|---|---|
| Depends on their performance | ☐ 4 |
| Don't know/No opinion | ☐ 5 |

4b) In what hourly wage category of those I will read momentarily do the drop-outs in your organization fall on the average? *(READ LIST. CHECK ONE ONLY)*

| | |
|---|---|
| Less than $4.35 an hour | ☐ 40-1 |
| Between $4.35 and $4.99 an hour | ☐ 2 |
| Between $5.00 and $5.99 an hour | ☐ 3 |
| Between $6.00 and $6.99 an hour | ☐ 4 |
| Between $7.00 and $9.99 an hour | ☐ 5 |
| Between $10.00 and $14.99 an hour | ☐ 6 |
| Over $15.00 an hour | ☐ 7 |

4c) And in what hourly wage category of those I will read momentarily do the non-drop-outs, or graduates, in your organization fall on the average? *(READ LIST. CHECK ONE ONLY)*

| | |
|---|---|
| Less than $4.35 an hour | ☐ 41-1 |
| Between $4.35 and $4.99 an hour | ☐ 2 |
| Between $5.00 and $5.99 an hour | ☐ 3 |
| Between $6.00 and $6.99 an hour | ☐ 4 |
| Between $7.00 and $9.99 an hour | ☐ 5 |
| Between $10.00 and $14.99 an hour | ☐ 6 |
| Over $15.00 an hour | ☐ 7 |

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5. Do you think drop-outs from secondary school should be paid by the Ministry of Education if they go back to high school?

Yes ☐ 42-1 No ☐ 2

6. And finally, in your view, should job training be mostly the role of the school system or the role of the employer? *(DO NOT READ)*

| | |
|---|---|
| The role of the school system | ☐ 43-1 |
| The role of the employer | ☐ 2 |
| Both | ☐ 3 |
| Neither | ☐ 4 |

**THANK YOU VERY MUCH FOR YOUR CO-OPERATION**

RESPONDENT'S NAME ______________________________

RESPONDENT'S ADDRESS ______________________________

CITY ______________________________

POSTAL CODE ______________________________

TELEPHONE NUMBER ______________________________

INTERVIEWER'S NAME ______________________________

DATE OF INTERVIEW ______________________________

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